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ABSTRACT

Many countries have recently launched massive programs to promote nation-wide adult literacy, but while these efforts have been commendable, it has been observed that neo-literates who acquire literacy through such programs have great difficulty in retaining it; hence an urgent need to develop suitable programs of post-literacy and continuing education has been felt. In 1980, Unesco's Institute for Education initiated a major research project designed to respond to this need. The research was carried out within the broad framework of lifelong education, and resulted in the series of case studies of which this volume is a part. It includes the following reports: "The Development of Learning Strategies for Post-Literacy and Continuing Education in Kenya in the Perspective of Lifelong Education" (David Macharia); "Post-Literacy Activities and Continuing Education of Adults in Nigeria" (Charles O. Akinde); "Learning Strategies or Post-Literacy and Continuing education in Tanzania" (Zakayo J. Mpogolo); and "Strategies for Post-Literacy and Continuing Education at the Basic Level in the United Kingdom" (Arthur Stock). Each report includes some or all of the following components: background information on the country and its educational system; an analysis of techniques and learning strategies used; a summary and conclusion; and tables and figures. The United Kingdom (U.K.) report also includes nine specific case studies which are illustrative of post-literacy efforts in general in the U.K. (CML)

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LEARNING STRATEGIES FOR POST-LITERACY AND CONTINUING EDUCATION IN KENYA, NIGERIA, TANZANIA AND UNITED KINGDOM

R.H. DAVE, D.A. PERERA, A. OUANE (editors)

With contributions from
D. MACHARIA, C.O. AKINDE, Z.J. MPOGOLO,
A. STOCK

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Outcomes of an International Research Project of the Unesco Institute for Education organized in co-operation with the German Commission for Unesco, Bonn

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FOREWORD

Since 1972, the Unesco Institute for Education (UIE) has been conducting basic as well as developmental research on the concept of lifelong education and its implications for educational reforms and development. The activities of the Institute have been specifically focused on practical implications of this concept for the goals and content of education, learning strategies, evaluation and teacher education, covering the broad spectrum of formal, nonformal and informal systems of learning. The needs of both developed and developing countries have been kept in view throughout the planning and conduct of these activities.

One of the important areas of application of the principles of lifelong education in developing countries is related to the programmes of post-literacy and continuing education. This book is an outcome of some of the Institute's work in this particular field.

It is important to note in this connection that a large number of developing countries have recently launched massive programmes of adult literacy on a national scale, complementary to efforts towards implementing the universalization of primary education for children of school-going age. These are indeed commendable efforts towards the democratization of education despite the problems of financial and other resources.

It has, however, been observed that those neo-literate adults who acquire literacy through such programmes have great difficulty in retaining it, and some of them lapse back into illiteracy if timely follow-up measures are not taken. The same

phenomenon of reversal has also been observed in the case of children who drop out of the formal school system prematurely. On the other hand, literacy is considered an important step towards the process of lifelong education and the achievement of a better quality of life, not only for every individual but also for the family and the community. Hence, one important question that needs to be tackled is: *How does one enable neo-literate adults and out-of-school children to retain their literacy skills*? It is essential that those who once acquire basic skills of reading, writing and computation make them permanent by reinforcement through post-literacy programmes.

The post-literacy programmes, however, are not just remedial measures to ensure the retention and stabilization of literacy skills. Especially when they are developed in the context of lifelong education and with the purpose of improving the quality of life of the individuals and their collectives, they call for the continuation of learning in a flexible manner, utilizing the recently acquired literacy skills, and for the application of this learning to the larger processes of development. Thus, what is required is to develop programmes of post-literacy and continuing education to fulfil three major goals, namely, (i) *retention* and *stabilization* of literacy skills, (ii) *continuation* of learning beyond initial literacy skills, and (iii) *application* of this learning for improving various aspects of personal, social and vocational life. Again, one of the most critical questions is: *How can this be done*?

In the light of these and other similar factors, the need to develop suitable programmes of post-literacy and continuing education has been keenly felt in all the countries engaged in literacy and mass education programmes. Responding to this situation, in 1980 the UIE initiated a major project of research and research-based training on the Development of Learning Strategies for Post-literacy and Continuing Education of Neo-literates in the Perspective of Lifelong Education.

In this respect, the broad framework of lifelong education proved very valuable, for example,

(1) in enabling programmes of literacy and post-literacy to be viewed as a *continuum* within *total* education aimed at reducing inequality and at increasing the degree of *democratization* in education;

(2) in advocating the acquisition of post-literacy and continuing education through not only the *formal* system but also the *nonformal* system and *informal* learning opportunities created by print as well as non-print media of both modern and traditional types;

(3) in emphasizing that learning strategies should be *flexible* and provide *alternative approaches* to suit individuals and their groups in their local conditions;

(4) in ensuring that learning strategies pay due attention to certain *groups with special needs* such as women, youth, etc.;

(5) in encouraging an increasing degree of *independent* and *self-directed* learning;

(6) in insisting that learning should be *integrated* with the learner's personal, social and occupational domains of life.

Within this wider educational perspective, a series of case studies was undertaken in collaboration with field workers from various countries. The concrete experiences thus gathered from different regions, provided valuable insights in identifying and categorizing possible learning strategies and techniques. These studies also proved helpful in understanding the scope as well as limitations of different approaches and programmes and considering pre-conditions and possible obstacles to be kept in view in designing and implementing appropriate learning strategies. In order to disseminate as quickly as possible the research findings and related information, a series of international and regional orientation seminars were organized. These research-based orientation programmes were held for key personnel working directly in this field at the national level and having the responsibility of developing and implementing programmes of literacy, post-literacy and continuing education in their own countries. The case study authors were involved as resource persons in these orientation seminars and their draft reports used as basic learning materials. The case studies revised after feedback from the orientation seminars, are now being published in a UIE series on Post-literacy Studies, for wider dissemination among policy-makers, practitioners and researchers involved in this field.

The first volume in the series, presents a broad synthesis of different case studies as well as contributions made in various forms by the participants and faculty members of the international and regional orientation seminars conducted in the framework of UIE's integrated project of research and research-based training. In addition, it includes two international approach papers prepared by two eminent specialists, Mr. Anil Bordia and Professor Harbans S. Bhola, members of the international research network set up in the initial phase of this project. The subsequent volumes contain national case studies. The present volume, the third in the series, presents case studies from Kenya, Nigeria, Tanzania and from the only industrialised country in the project - the United Kingdom. We are grateful to their authors, Messrs David Macharia (Kenya), Charles O. Akinde (Nigeria), Zakayo J. Mpogolo (Tanzania) and Arthur Stock (United Kingdom). We are also grateful to their respective organisations and institutions which extended active co-operation to UIE through their specialists.To all other researchers who prepared case studies as well as to all participants of different seminars, we are extremely thankful.

Our special thanks are due to the Ministry of Culture and Social Services, Government of Kenya; to the Ministry of Education and Culture, Government of India; and to the Ministry of Education, Government of Venezuela; and to their respective National Commissions for Unesco not only for hosting the regional orientation seminars but also for providing support to these programmes in many ways. Likewise, we have enjoyed working with the dynamic local organizational teams set up by our co-ordinators Mr. David Macharia in Kenya, Mr. D.V. Sharma in India and Professor Antonio Valbuena Paz in Venezuela, and we wish to record our deep sense of appreciation and gratitude for their valuable co-operation.

Without the generous extra-budgetary support received by the Institute from the Federal Republic of Germany through the German Commission for Unesco, Bonn this project, involving many researchers and participants from a large number of developing countries in different parts of the world would not have been possible. We are deeply indebted to the Federal German Government and the German Commission for Unesco (DUK) for supporting this important project. Dr. Hans Meinel, Secretary- General of the DUK took personal interest in this endeavour and provided active support and help right from the beginning of this project. Dr Hans-Wolf Rissom from the DUK took an active part in various aspects of the project, and made a valuable contribu-

tion. Ms Judith Schwefringhaus also extended help in the organizational and other aspects of both research and orientation programmes. Dr Gisela Steffens from the DUK, who replaced Dr Rissom early in 1985, took great interest in the project and contributed much to its further development.

In the initial stage of the project, the UIE received support from the German Foundation for International Development (DSE). In this respect, the participation and co-operation of Dr. Josef Müller was very much appreciated.

We also received valuable co-operation and guidance from Unesco Headquarters. Mr Paul Mhaiki and Dr. John Ryan from the Division of Primary Education, Literacy and Adult Education, and Education in Rural Areas (ED/PLA) provided consultation and co-operation in planning and implementing various phases of the project. Dr. Ryan helped us in conducting an international orientation seminar and a regional seminar for Latin America and the Caribbean, while Mr. Camillo Bonani, Mr Jong Gyu Kim and Dr. Arthur Gillette from the same Division helped in conducting the Pan-African, Asian and Arab orientation seminars, respectively. Similarly, Mr. B. Haidara and Mr. Tai Afrik from the Unesco Office for Education in Africa (BREDA), Mr. Raja Roy Singh and Mr. T.M. Sakya from the Unesco Regional Office for Education in Asia and the Pacific (ROEAP) extended their co-operation in planning and conducting the African and Asian seminars, respectively. For the Orientation Seminar conducted in the Latin American and Caribbean region we received co-operation from Dra. Maria E. Dengo de Vargas from the Unesco Regional Co-ordination Office, Caracas, Drs. S. Romero Lozano, Donald Lemke and José Rivero, from the Unesco Regional Office for Education in Latin America and the Caribbean (OREALC). From the Unesco Regional Office for Education in the Arab States (UNEDBAS) co-operation was extended by A. Yousuf, Director and A. Yousif, Regional Adviser in conducting the Orientation Seminar for the Arab States. We are grateful to all of them.

From UIE, Mr Daya A Perera and Dr Adama Ouane worked intensively on this project. Dr Lekh Nath Belbase and Ms Mercy Abreu de Armengol were involved in its Asian and Latin American phases respectively. Mr Paul Fisk, Mr Paul Gregory, Ms Jocelyn Diolez and Dr Frederick Gardiner helped in translating and editing the manuscript. Ms W. Tränkler and Ms Inés Pennacca took the responsibility of typing the manuscript for publication. Our thanks are due to all of them for their valuable work. It is not possible to name all the colleagues from the

UIE who contributed substantially and in different ways. I wish to express my deep sense of appreciation for their active co-operation right from the inception of the Project.

It is hoped that the experience of different countries in the field of post-literacy and continuing education presented in the synthesis volume as well as other volumes presenting national case studies in the series will be of use to the policy-makers and practitioners involved in this vital aspect of education in developing countries.

Ravindra H. Dave
Director
Unesco Institute for Education

Chapter 1

THE DEVELOPMENT OF LEARNING STRATEGIES FOR POST-LITERACY AND CONTINUING EDUCATION IN KENYA IN THE PERSPECTIVE OF LIFELONG EDUCATION

by

David Macharia

1. THE LAND AND PEOPLE OF KENYA

Kenya is a republic within the Organization of African Unity and the British Commonwealth of Nations. It attained its independence on 12th December, 1963, after 61 years of British colonial rule. The country is situated on the east coast of equatorial Africa. The surface area of 582,646 square kilometres includes 13,396 square kilometres of inland water. Ethiopia and Sudan are the northern neighbours, Uganda is on the west, Tanzania is the southern neighbour while Somalia and the Indian Ocean are to the east.

The country can be divided into 5 main geographical regions:

- The narrow fertile *coastal region*, with rain and mangrove forests, extends along the entire coastal stretch of 402 kms. The second largest city, the port of Mombasa, is located here. It forms the entry point not only to Kenya, but also to Uganda, Ruanda, Burundi and eastern Zaire. As road communication improves, Mombasa's already significant services to southern Sudan will be greatly enhanced.

  Because of its high agricultural potential, the coastal region is heavily populated.

- The coastal region gives way to the *scrubland pastures of Nyika*. This vast area, traversed by our two main rivers, the Tana and the Athi, is sparsely populated. The major game parks are to be found within this region.

- The third region is the *highlands*. These are to be found on either side of the Great Rift Valley and in the Valley itself. The highlands have rich volcanic landscapes, moderate temperatures, and ample rain. Because of these very favourable factors, the highlands constitute the main farmlands of Kenya, with a great variety of crops and domestic animals. Also because of these favourable farming conditions, the population density is highest here, amounting to well over 70% of total population. The capital, Nairobi, with almost one million inhabitants, is located in these highlands.

- Further to the west is the *lake region*, dominated by the plains of Lake Victoria. This low-lying area is another agriculturally rich region, with a correspondingly dense population. Lake Victoria, the largest lake in Africa, links Kenya with its neighbours Uganda and Tanzania.

- The fifth region is the dry, hot and partially arid *northern region*, stretching all the way from Uganda to Somalia. Although this region constitutes well over half of the country's land mass, it however supports only about 5% of the total population.

In 1981 Kenya's population was estimated at 16.514 million, and with an annual growth of 3.5%, it is estimated to be 17.142 million by the end of 1982. This very high rate of population growth is a major concern to the government, and various measures are being taken to control it.

The country's population is youthful. According to the 1969 census, about 49% was under 15 years of age, thus creating a major dependence burden. The population of those over 55 years was only 8%. 51% of the population is female.

Almost 90% of Kenya's population is rural, concentrated in the coast, highlands and lake regions. However, there is a steady rural-urban migration; for example, Nairobi has an annual growth rate of 10%. All in all, Kenya has a very limited amount of good agricultural land, with most of the population living on less than 1/3 of the land mass. Hence the very high population densities in some districts.

Table 1

Kenya's Population by Sex and in Block Years of Age as Per 1979 Census

AGE	MALE	FEMALE	TOTAL	PERCENTAGE INCLUDING UNDER 14 YEARS OF AGE
0-14	3,720,044	3,689,973	7,410,017	Approx. 49%
14-24	1,495,524	1,573,725	3,069,249	Approx. 20.1%
25-34	919,836	953,952	1,873,788	Approx. 12.3%
35-44	551,707	599,069	1,150,776	Approx. 7.6%
45-54	248,487	244,052	492,539	Approx. 3%
55-64	401,822	412,987	814,809	Approx. 5%
65-74	166,275	145,760	312,033	Approx. 2%
75	87,766	86,593	174,363	Approx. 1%
Total	7,607,113	7,719,948	15,327,061	

Kenya is committed to a free, democratic and open society. The basic human rights of political equality, social justice, religious freedom, human dignity and equal opportunities are guaranteed in the Constitution.

The socio-economic objectives of the government were first clearly defined in the 1963 Election Manifesto of KANU (the ruling party) and subsequently in the Sessional Paper No. 10 of 1965, 'African Socialism and its Application to Planning in Kenya' (Government Printers, Republic of Kenya). These two documents, together with the Constitution and the relevant laws of Kenya, form a consistent economic, social and political philosophy which has guided the subsequent policy on which successive national development plans have been based.

Kenya's economic policy has been geared towards creating and developing a viable infrastructure for the acceleration of the growth, independence, and diversification of the economy. These goals were originally conceived not only to provide for a wider spread of the economic benefits, but also to ensure that

the bulk of the population, especially the African, was brought more directly into the economic processes on a more permanent basis. Development planning was then focused both on rural modernisation and on the participation of the people in development activities. In the Kenyan spirit of self-help, *Harambee*, people were expected to contribute a great deal of labour, time, and capital towards their own development.

Most of the Kenyan economy involves agriculture. Apart from being the mainstay of the population, this sector constitutes more than a third of the gross domestic product (GDP); raw and processed farm products account for more than half of all exports. The major agricultural crops are coffee, tea, and pyrethrum. Other major industries are tourism, manufacturing, and mining and quarrying. The major imports include machinery, chemicals, and transport equipment.

Kenya's development in the post-independence period has been substantial. The GDP has been growing at an average annual rate of 6%. Between 1964 and 1980 per capital income increased by 40% in real terms.

2. EDUCATIONAL DEVELOPMENT IN KENYA

2.1 Principles, Aims and Objectives

Since attainment of independence in 1963, Kenya has recognised that accelerated manpower development is the key to overall national development. Hence education in its widest sense has been given a high priority.

General Principles Governing National Education and Basic Educational Legislation in Force

The legal framework for Kenya's education since independence in 1963 has been created by the following policy documents and the Acts of Parliament:

- the 1963 Kenya African National Union (KANU) Manifesto, by which the Government committed itself to eventual provision of universal free education and spelt out other socio-economic aspirations to be met by education;

- the Sessional Paper No. 10 of 1965, in which education was seen as "much more of an economic than social service ... the principal means for relieving the shortage of domestic skilled manpower and equalizing economic opportunities among all citizens";

- the Education Act (1968), Revised (1980), which put the responsibility for education in the hands of the Minister for Education and instituted various organs for the organisation and management of education at all levels;

- the Board of Adult Education Act (1966), which established the Board of Adult Education to co-ordinate and promote activities in adult education;

- the Teachers Service Commission Act (1967), which established a single employer and unified terms of service for all teachers;

- the University of Nairobi Act (1970), which established a National University;

- the National Council of Science and Technology Act (1978), which established a body to co-ordinate research in science and technology and to advise the Government on relevant policy matters;

- the Kenya National Examinations Council Act (1980), which established a national body to administer examinations;

- the Kenya Literature Bureau Act (1980), which established a publishing body to print, publish and distribute educational materials;

- the Moi University Act (1984), which established Moi University (technologically oriented);

Some of the objectives listed have been further articulated through the numerous addresses by the late President of the Republic of Kenya. These include political equality; religious freedom; promotion of cultural heritage; social justice; freedom from want, ignorance and disease; human dignity including freedom of conscience, equal opportunities for all citizens and rapidly growing per capita income equitably distributed.

Goals and Objectives of Education in Kenya

The government presently considers the following to be the most important objectives of its educational system:

- fostering national unity, based on adaptations of the rich cultural heritage of the peoples of Kenya;

- serving the needs of national development, through production of skilled manpower, dissemination of knowledge and by inculcating the right attitudes and relating attributes of learning to real problems of society;

- preparing and equiping the youth of this country with the knowledge, skills and expertise necessary to enable them collectively to play an effective role in the life of the nation and to enable them to engage in activities that enhance the quality of life, whilst ensuring that opportunities are

provided for the full development of individual talents and personality;

- promoting social justice and morality by instilling the attitudes necessary for training in social obligations and responsibilities;

- fostering, developing and communicating the rich and varied cultures of Kenya.

2.2 Formal and Nonformal Education

Basic Formal Education

The above-stated goals, first set out in KANU Manifesto and other national documents such as the Sessional Paper No. 10, have figured prominently in all our National Development Plans. The First National Development Plan (1966-70) supported the expansion of education at all levels and recommended that secondary and tertiary education be related to manpower needs. As indicated by the following two tables, expansion of education in terms of enrolment and establishments has been a continuous feature.

Table 2

Enrolment in Primary and Secondary Schools, 1963/81

Year	Primary	Secondary
1963	891,553	31,120
1966	1,043,416	63,193
1970	1,427,589	126,855
1974	2,705,878	195,832
1978	2,998,484	353,517
1981	4,134,345	464,671

Table 3

Number of Schools 1963/81

Year	Primary	Secondary
1963	6,058	150
1966	5,699	400
1970	6,123	783
1974	7,706	1,019
1978	9,349	1,717
1981	11,000	1,800

The Second National Development Plan (1970-74) stated that universal primary education should receive the highest priority and emphasized the need to bring the content of education into line with the needs and environment of the nation. It is therefore no wonder that in 1970 the government took over from the county councils and church organisations the administration of all primary schools. In 1974 the government declared free primary education for children from standards 1 to 4.

The Third National Development Plan (1974-78) focused on the abolition of school fees for all primary school grades, the reorganisation of the teacher training system, the consolidation of the secondary schools, the expansion of education-support services, and the gradual restructuring of educational administrative services.

The Fourth National Development Plan (1979-83) stressed the need to extend primary education for two more years, with emphasis on vocational training, the consolidation of the Harambee Institutes of Science and Technology, the expansion to capacity of teacher training colleges, and the improvement - particularly in rural areas - of educational facilities and services, including provision of free milk to primary school children.

In 1982 there were over 11,000 primary schools, with more than 4,000,000 children, and more than 1,800 secondary schools, with over 400,000 pupils. With a few exceptions all the primary schools are run by the government. By 1982 nearly all primary-age children were enrolled in school. The overall ratio of girls to boys in primary schools was higher than 90%, dropping to 75% in standard 7. Table 4 below shows the education expenditure in relation to the National Budget.

Table 4

Education Expenditure in Relation to Total National Budget
(Ministry of Education, Science and Technology)

Recurrent				Development			
Year	Total National Budget Allocation	Education	Share of Total %	Year	Total National Budget Allocation	Education	Share of Total %
1981/82	₺ 720,242,082	₺ 164,909,217	23	1981/82	₺ 253,517,281	₺ 131,872,254	5
1982/83	953,445,455	177,440,383	19	1982/83	270,121,800	13,375,670	5
1983/84	991,351,812	170,441,900	18	1983/84	193,822,820	6,984,090	4

Source: Ministry of Finance and Planning
(Printed Estimates of Recurrent and Development Expenditure)

Note: For 1981 - 1983 the figures refer to the then Ministries of Basic and Higher Education

A number of developments have taken place affecting the entire system of education. On 21 January 1981, His Excellency the President appointed a committee to make recommendations on how the decision of the government to establish a second university should be implemented. In September 1983 the committee submitted its report to the government. The government accepted the recommendations.

Among the major recommendations of the committee was the recommendation to establish an 8-4-4 system of education. This was accepted, and beginning from January 1985 Kenya's education system will be:

- 8 years of primary education,
- 4 years of secondary education, and
- 4 years of university education.

The objectives of education remain as have been stated above. But the main preoccupation has been to expand the facilities and to improve the quality of education in order that these objectives may be realized. A step in the direction of the intended improvement is to be seen in the on-going reform of the educational curriculum, which in fact began in 1978 with the launching of the Primary Education Project (PEP). The objective of this project was to produce a curriculum that would enhance the acquisition of practical skills and prepare the pupils for life after school. This involved continuous assessment, individual learning methods, and the development of positive attitudes to work. Another area of emphasis was the introduction of the teaching of sciences and technology at this level in order to teach the pupils about the physical environment and the practical application of science and technology. The reform was undertaken in the realization that for the majority of our children primary education is all the formal education that they will have and should therefore be made as useful as possible.

Secondary and Higher Education

Compared with the primary schools, the secondary schools in Kenya are run differently. At the end of primary education (7th year) all pupils sit for the Certificate of Primary Education Examination. About 14% of primary-school leavers proceed to government secondary schools, and about 18% proceed to Harambee and private secondary schools. Normally secondary education ends

after 4 years, with the Kenya Certificate of Education being awarded to successful candidates. This certificate permits access to technical and teacher training college and secondary forms 5 and 6. At the end of form 6 students sit for the Kenya Advanced Certificate of Education, which provides entry to the university and other forms of higher education. Currently only about 40% of the successful candidates are accepted for the three-year university education.

In 1980, the government maintained 557 schools and assisted another 64 secondary schools by provision of teachers and some development funds. These schools had been initially established and managed by the communities.

Harambee secondary schools, built through local community initiative, have become a significant feature in the development of Kenya's education. There were 1,053 Harambee secondary schools in 1981 with a total enrolment of 168,797. By 1983 the number of such schools had risen to 1,253. Harambee schools are managed by committees established by the local communities. By virtue of their roles in general community development, officers of the civil administration are normally represented on these committees.

The *Harambee Institutes of Technology*, twelve of which are now operational, were established on harambee basis by local communities in response to the demand for skill-based technical, industrial and business education for most students, who terminate their education after formal secondary education. Secondly, it was expected that the graduates of these institutes would be absorbed into the urban and rural sectors of the economy which have increasing need for skilled manpower.

Courses selected for the institutes are designed to meet the projected needs of the economy and also to suit the locations of the individual institutes. To assist the institutes, the government has, since 1977, trained a total of 100 technical teachers at the Kenya Technical Teachers' College. Moreover, the government has been financing nearly 40% of the recurrent costs of the institutes on a per capita basis.

Besides the community secondary school, the private schools established and managed by individuals or church organisations numbered 259 in 1980.

It should however be noted that all secondary schools, whatever their category, have to be registered with the Ministry of Education and offer approved curricula. They are all expected to maintain basic standards of quality. In 1980 the total number of secondary-school teachers was 16,349, while that of primary schools was 102,489 - a rise of 969% and 350% respectively from the 1963 figures of 1,530 and 22,772.

Similar reforms as in the primary school curriculum have been considered for secondary education. The government is keenly aware of the growing problem of youth unemployment, which has been contributed to, partly, by the general education that has so far been provided. Present objectives for secondary education lay emphasis on preparing students for life after school, training and further education.

For this reason a curriculum has been designed which will not only enhance the student's understanding of the physical and social environment but also develop his talents and encourage intellectual and moral growth, as well as the acquisition of skills and concepts underlying different methods of utilizing resources for production of goods and services. The curriculum also aims at inculcating attitudes of national patriotism, self respect, self-reliance, adaptability and sense of purpose.

We have already referred above to the structural changes in the system. The table below provides the quantitative growth for 1981 to 1983.

The development of university education has not lagged behind in the overall expansion of education in Kenya. Prior to 1970 Nairobi used to be a university college of the university of East Africa, together with its sister universities, Makerere in Uganda and Dar-es-Salaam in Tanzania. The up-grading of the Nairobi College to a full-fledged University in 1970 and the establishment of Kenyatta University College as a constituent college of the University of Nairobi in 1973 were a clear indication of Kenya's commitment both to the expansion of university education and to the acceleration of the development of the greatly needed manpower. The 1963 enrolment of a few hundred Kenya students in the then University of East Africa rose to 8,582 students enrolled in 1982 in the University of Nairobi and Kenyatta University College, not to mention thousands of others enrolled in international universities in Africa and overseas. Of this total at the University of Nairobi, 23% was accounted for by women.

Table 5

Enrolment, Schools and Teachers
in Primary and Secondary Education 1981-1983

Primary Schools:	1981	1982	1983
Enrolment	4,014,345	4,184,602	4,323,822
Number of Schools	11,127	11,497	11,966
Number of Teachers	110,921	115,094	117,705

Secondary Schools:	1981	1982
Enrolment	409,850	438,424
Number of Schools	1,905	2,131
Number of Teachers	1,435	17,383

Another notable educational phenomenon of recent times is the establishment and development of Institutes of Science and Technology through the self-help efforts of the people. The economic and social value of these institutions cannot be emphasized strongly enough. They go a long way towards augmenting the manpower output, especially for the middle-level skilled cadre, thereby supplementing the efforts of the university and of polytechnical, agricultural and commercial institutions. In 1981, these institutes had a total enrolment of 2,094 students, concentrating mainly on secretarial, masonry and accountancy courses. Other courses offered included such subjects as mechanical engineering, textiles and plumbing.

Nonformal Education

Nonformal education is offered by various ministries and nongovernmental organisations in the country. With the Departments of Social Services and Adult Education falling under it, the Ministry of Culture and Social Services has the largest share of nonformal education programmes and activities.

The Department of Adult Education was created in 1979 with the following objectives:

- to formulate and effect strategies for the eradication of illiteracy;

- to mobilise resources for training of adult education personnel and financing the development and distribution of materials of interest for functional adult education;

- to promote a wide respect for use of the ethnic languages of Kenya as a means of enhancing our rich cultural heritage;

- to promote Kiswahili as a national language by encouraging reading of literature in the language, particularly among the neo-literates;

- to encourage through civic education the development of positive attitudes to oneself, one's country and the wide world of which one is a part;

- to create, plan and develop additional learning opportunities for adult learners in order to facilitate adoption of new technologies and methods for socio-economic development and to encourage the spirit of sharing in co-operative organisation.

The largest component of the nonformal education programmes is the literacy campaign. The government still pays most of the development and recurrent costs of the programme. But various strategies have been employed which have helped to cut the costs appreciably. For instance the Department of Adult Education has at the moment 3,000 fully paid teachers. But in addition there are 5,000 part-time teachers, each one of them paid only KE7.5 per month, and another 7,000 volunteer teachers who are not paid. This part-time and voluntary service is considered a major contribution by members of the communities towards the cost of adult education, for in monetary terms it means a saving of about KE2.2 million per year on the part-time teachers and about KE3.74 per year on voluntary teachers.

When the literacy programme was launched, it was the policy of the government to use existing facilities to speed up the campaign and to save resources. The literacy classes are therefore held in normal school classrooms after school hours and on weekends, in churches, social halls, other public premises, and even private homes. Besides the literacy classes, these premises are also used for other forms of adult education.

The Department has also started a Low-Cost Materials Production Project in which discarded materials such as cardboards, cartons and newsprint are used to make teaching materials. The teachers also produce their ink locally from flowers, plant leaves, and gum from tree bark. In this way costs have been cut considerably. (See Table 6.)

Table 6

Total Nonformal Education in the Ministry's Allocation
(Ministry of Culture and Social Services)

Recurrent				Development			
Year	Total Ministry's Allocation	Total Nonformal Education	Share of Total %	Year	Total Ministry's Allocation	Total Nonformal Education	Share of Total %
	£	£			£	£	
1980/81	6,174,000	3,607,390	58.4	1980/81	2,686,135	1,325,265	49.3
1981/82	7,172,000	3,868,650	53.9	1981/82	5,304,070	2,715,960	51.2
1982/83	7,858,300	4,113,452	52.3	1982/83	7,051,520	3,422,030	48.5
1983/84	8,005,600	5,195,200	61.9	1983/84	5,127,200	2,405,540	46.9

Source: (Printed Estimates of Recurrent and Development Expenditure)

Note: The figures include those of Adult Education, Women Organisation, National Libraries, Youth Development, Kenyatta Education Institute, and Family Life Training. All conduct some form of Adult Education in the Ministry.

3. PRESENT POSITION OF LITERACY AND ADULT EDUCATION PROGRAMMES

At the time of attaining independence, Kenya, like any other developing country with the same type of background, inherited a population with a very high percentage of illiterate adults. Though other agencies and organisations had been organsing adult literacy classes - and continue to do so - the government's official involvement dates back to 1967, when it was felt that there was need to reduce adult illiteracy in order to accelerate national development. Kenya started with a national literacy campaign which flourished for about three years before it was discovered that the financial material and personnel requirements were far above what the economy could afford. As a result of a reappraisal of national priorities, the literacy campaign had to be content with fewer funds.

The financial cuts resulted in smaller numbers being made literate every year. Other limiting factors included the lack of a common language (Kenya has more than 40 local languages), lack of dedicated and well trained instructors, inadequate programming (arising from failure to collect sufficient and correct statistics), and the illiterate community's inability to see the need for literacy education. Consequently, the number of illiterate adults continued to swell - from 5 million in 1978 - at an estimated annual rate of 150,000. Three reasons contributed to this glaringly sad state of affairs:

- As stated above, the impact of literacy, in terms of the number being made literate annually, was absolutely minimal.

- Though the government in 1974 declared free primary education for the first four years, and in 1978 declared seven years free primary education, not all the school-age children availed themselves of the opportunity for education. Consequently, every year thousands of children are entered into adulthood as illiterates.

  We however consider full and free primary education as the major tool we have in the fight against illiteracy at all levels, including the adult level. Studies (1) have shown that our efforts and great commitment (even over-commitment) of resources to child education have contributed a great deal to

keeping the numbers of adult illiterates at a manageable level.

- Of those that received primary education, 11-19% dropped out before attaining a sufficient level of literacy (2). As a result several thousands of individuals eventually relapsed back into illiteracy.

3.1 Establishment and Guidelines

Presidential Orders for a Literacy Campaign

On 12th December, 1978, at the 15th Anniversary of Kenya's Independence, Kenya's president, His Excellency Hon. Daniel Arap Moi, officially declared war on illiteracy, and ordered a literacy campaign, as indicated by a few extracts taken from his address:

> In all this, one problem area which I am convinced calls for a completely new approach is the abolition of illiteracy. Soon after Independence we recognised lack of education as one of the 'enemies' to be dealt with. Experience since then has confirmed that we were right in regarding lack of education to be a real 'enemy'. We now see clearly that the individual Kenyan cannot become effective enough in promoting development, or participate fully in our social and political system, if he is illiterate.

On reading and writing he stated that:

> Inability to read and write must therefore be regarded as a serious obstacle to Kenya's development and the attainment of our objective to promote self-reliance and democratic full active participation by all Kenyans in all the activities in our country.

He ordered the campaign by saying:

> The time has therefore come to mount a special programme for elimination of illiteracy within a specific period of time. I believe that we in Kenya with the kind of determination we have shown in the past in dealing with difficult problems should be able to eliminate illiteracy in our country within five years. (3)

The programme on the eradication of illiteracy was part of a package of development strategies announced by the President during his address. These strategies form the basis of the Kenya's 4th National Development Plan, whose aim is alleviation of poverty through the provision of basic needs, especially in the rural areas. The other basic needs include:

- free primary education (though not yet compulsory)
- free milk to school children
- increased employment, especially of school leavers by all employers, including Government
- massive rural water scheme, and
- stepped-up rural health, especially maternal/child care and family planning.

Table 7

Rural and Urban Distribution of Illiterate Population Aged 15 and Above in 1980/81

	Total Population	Population Aged 15 +	Illiterate Aged 15 +	Illiteracy Rates 15 +
Rural	14,000,293	7,028,147	3,921,706	55.8%
Urban	2,666,722	1,608,034	540,299	33.6%
Total	16,667,015	8,636,181	4,462,005	51.7%

Formation of the Development of Adult Education

The President's directive on elimination of illiteracy led to the establishment in April 1979 of a fullfledged Department of Adult Education. This was achieved through the amalgamation of the staff from the then Board of Adult Education Secretariat and the then Division of Adult Education in the Department of Social Services. These two units provided only a small fraction of the current staff; the rest had to be recruited later.

Currently the Department of Adult Education is headed by a director, who is supported at the headquarters by a number of staff who form the administrative and professional units. The administration extends to the provinces, districts, divisions

Diagram 1

Structure of Department of Adult Education

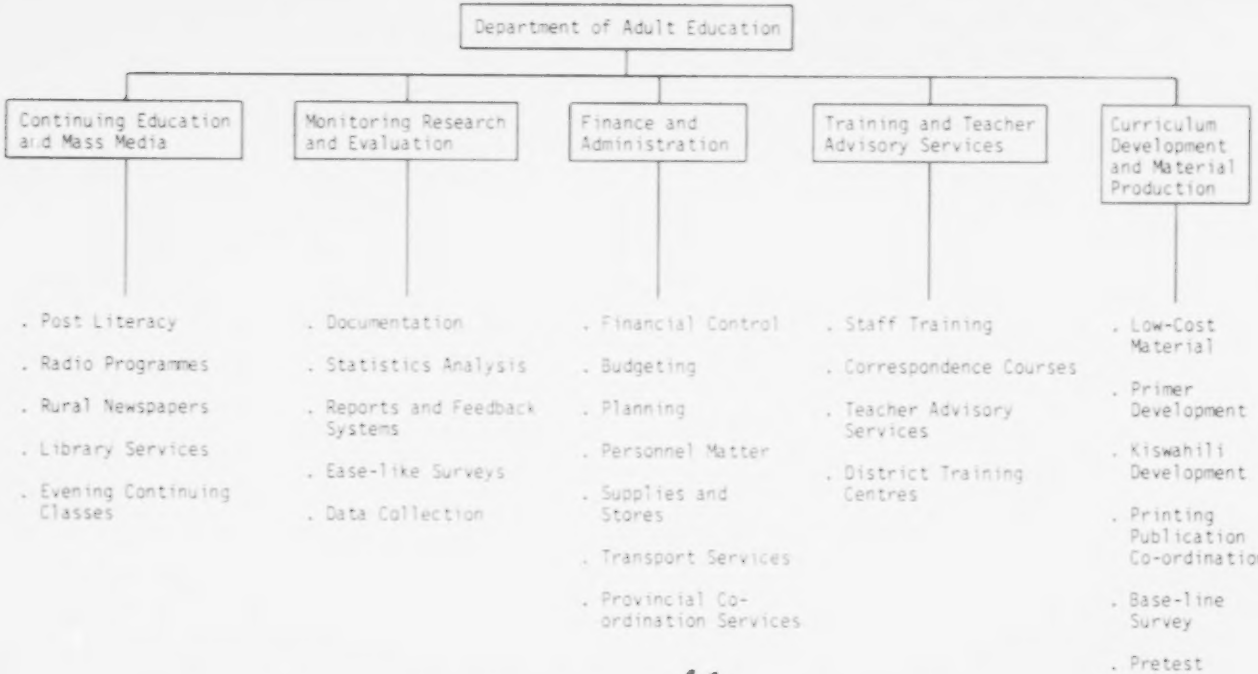
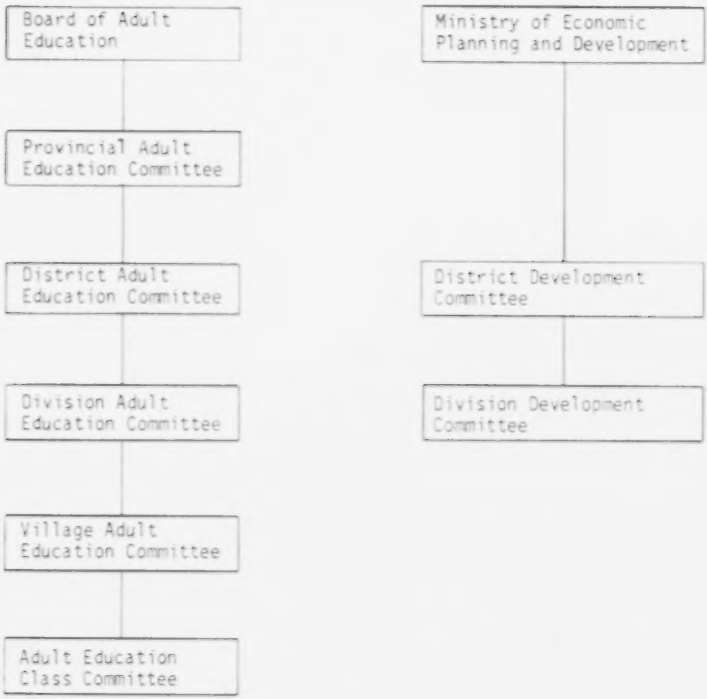


Diagram 2

Adult Education Committee
Structure and Other Relationships


Board of Adult Education
Provincial Adult Education Committee
District Adult Education Committee
Division Adult Education Committee
Village Adult Education Committee
Adult Education Class Committee
Ministry of Economic Planning and Development
District Development Committee
Division Development Committee

Note:

(1) The District Development Committee is the main national development committee, as the district is now regarded as the focal point for development planning.

(2) All district sectional committees (adult education, community development, agriculture, etc.) are sub-committees of the district development committee.

(3) The Ministry of Economic Planning and Development serves on the Board of Adult Education.

and even to the villages, where the teachers constitute the baseline personnel. At each district, division and village level the Department's programmes are supported by an advisory committee of government officials and community leaders. All district committees are planning units of the District Development Committee. (See Diagrams 1 and 2).

Initial Programme Planning

In early January, 1979, the staff of the Secretariat of the Board and the headquarter's and districts' staff of the Division of Adult Education gathered together for three days in Nairobi to hear from planning and development experts and to map out strategies for the implementation of the presidential directives. During the seminar concrete details based on a wealth of experience were discussed, analysed, objectified and agreed upon. The scope of the discussions included the presidential directive and its implications, personnel development and management, transport, materials development and equipment, the general approach, motivation and mobilisation, the literacy content, curriculum development, methodology and staff training.

During the seminar it was revealed that the approach to the campaign would be mass oriented so as to cover all the districts progressively, intensifying the enrolment with a view to reaching the peak during the final year of the programme plan period. The phasing out of the campaign programme was later reviewed to conform to the nation's Five Year Development Plan (1979-83), to reflect the President's wish, and to include the surplus number of illiterates.

Table 8 presents the plan for enrolment of literacy students from 1979 to 1984.

Table 8

Plan for Enrolment of Literacy Students 1979/84

Original Mass Enrolment Plan		Revised Mass Enrolment Plan		
Year	No. of Students	Year	No. of Classes	No. of Students
1979/80	200,000			
1980/81	450,000			
1981/82	600,000	Year 1	8,000	320,000
1982/83	650,000	Year 2	20,000	800,000
1983/84	700,000	Year 3	30,000	1,200,000
1984/85	750,000	Year 4	35,000	1,400,000
1985/86		Year 5	35,000	1,400,000
Total	4,150,000			5,120,000

3.2 Kenya Literacy Campaign Approach

The transformation of our subsistence agriculture and rural industrialisation requires the participation of every able man and woman. Of Kenya's adult population, over 90% are able-bodied. Unfortunately, most of them, especially women, are illiterate. In 1980 it was estimated that 35% of all male Kenyans above the age of 15, and 70% of all female Kenyans in the same age group, could not read and write.

We view an illiterate as an individual who cannot communicate in writing even with members of his own family, and is unable to function effectively in society because he is incapable of furthering his education. Therefore he can neither take advantage of technological change nor keep abreast of relevant social changes. Not only must he be helped to acquire skills and information necessary in performing his daily tasks but, equally important, he must be educated to acquire the right attitudes towards himself, his society, his country, and the international community. Our literacy and adult education programme is also aimed at freeing the individual from past prejudices - some deeply instilled in him through generations of domination - especially those that touch on his dignity as a human being in a free country. In order for the individual to improve his social-economic output and hence accelerate development, Kenya decided to adopt the functional literacy approach.

The functional approach links literacy teaching with the ordinary everyday activities of adults. Education in this context begins with and continues to make use of experiences familiar to adult students, including their spoken language. When associated with development projects, literacy reinforces their impact. For functional literacy to be fully effective, the extension workers involved in various development projects must be co-ordinated in order to secure an integrated approach.

Programme content is based on the results of socio-economic surveys in each locality and adjusted to the work and living situations of the learners. It includes the following:

(a) Fundamental or basic education which enables adults to pursue more detailed adult education programmes. It is divided into various sectors:

- Adult literacy: teaching adults to read and write for communication and information, and to work with numbers for accounting and record-keeping. This first phase, which lasts for nine months, aims at making adults literate and aware of concepts and ideas taught in relevant subjects based on their needs.

- Basic health habits: carried out in co-operation with the Ministry of Health, this aims to create awareness of the dangers of poor health and environment, and the causes of certain common diseases. It includes such topics as proper use of latrines, pure water, general personal and environmental hygiene, balanced diet, home and resource management, child development and family planning.

- Basic agricultural technology: information on and demonstration of the use of improved and appropriate technology for the farm, e.g., fertilisers and crop rotation, show farmers alternative solutions to their farming problems and enable them to boost production and improve their income.

- Government policy and development programmes: information on national development policy; the role of the government, the community and the individual; the implications of development plans and strategies - all these are subjects for discussion with adult learners in seminars and barazas (local leaders' meetings). Knowledge about national development plans and projects in their localities, as well as existing resources (persons as well as institutions), enables the learners to be informed citizens with rights, obligations and the potential to provide and/or make use of opportunities for development.

(b) Formal adult education for neo-literates or those who dropped out from formal school but wish to continue with their formal education in order to sit for the Certificate of Primary Education (CPE). An adult-oriented syllabus provided by the Department lasts for about three years after completion of the basic literacy programme.

(c) Higher education: those who have obtained the CPE are encouraged to read for the Kenya Junior Secondary School Examination (KJSE), which takes about two years after the CPE. Those who wish to continue their education for the East African Certificate of Education (EACE) have to follow the regular syllabus

of the Ministry of Education, as there is no adult-oriented syllabus.

Other nonformal adult vocational education programmes take the form of short seminars and training courses by different organisations and institutions in such subjects as accounting, administration, social welfare and community development, nutrition, clerical and secretarial courses, and handicrafts. The University of Nairobi Institute of Adult Education at Kikuyu Campus is one such institution that organises and runs two-week to three-month residential training programmes for organisations and ministries.

3.3 Achievements in the Implementation of the Programme

Despite some formidable obstacles of logistics, transport, inadequate funding and office space, the Department has made considerable progress towards the overall immediate goal, viz. elimination of illiteracy:

Acceptance and Recognition

The Department is now firmly established and has been given adequate acceptance, publicity, and support by both the government and nongovernmental institutions. There is now sufficient public recognition of the role and importance of literacy/adult education in relation to the development of the country - a situation which did not exist a few years ago. This recognition and acceptance is illustrated by funds available to us. In 1978/79, the year before the Department of Adult Education was established, the Annual Adult Education Budget was £340,000. This compares poorly with the £3,000,000 made available in 1979/80. With slight adjustments, this level of financing has been maintained for the past 3 years, and we expect it to continue. (See Table 9.)

Table 9

Ministry of Culture and Social Services
Department of Adult Education
Expenditure in Relation to the Ministry's Budget

Recurrent				Development			
Year	Total Ministry's Allocation	Adult Education	Share of Total %	Year	Total Ministry's Allocation	Adult Education	Share of Total %
1980/81	£ 6,174,000	£ 2,944,500	47.7	1980/81	£ 2,686,135	£ 111,161	4.1
1981/82	7,172,000	2,560,500	35.7	1981/82	5,304,070	177,540	3.3
1982/83	7,858,300	2,886,917	36.7	1982/83	7,051,520	549,030	7.8
1983/84	3,781,600	3,781,600	47.2	1983/84	5,127,200	220,030	4.2

Source: (Printed Estimates of Recurrent and Development Expenditure)

Large Numbers Enrolled

From 1979 to 1981 a total of 1,180,443 learners enrolled in the literacy classes. (See Table 10.) Many of these became literate. Moreover, and even more important, there is evidence that those who went through our programme changed both their outlook and their appearance: they dressed more smartly, they all sent their children to school, etc. This enrolment success is to a large extent attributed to the motivation instilled by the public *baraaza* and social gatherings organised by government officers, local chiefs, and religious and political leaders, including the President himself.

Contribution to Employment in Rural Areas

Right from the start, and in an attempt to alleviate unemployment, the government directed the Department to recruit three thousand full-time teachers from the Form IV secondary-school leavers. We also have about five thousand part-time and six thousand self-help teachers, who may receive a limited stipend from their centre's committee in appreciation of their services. Most districts have two officials, and most provincial headquarters have three. At the divisional level we have an official who performs administrative and supervisory duties. The headquarters now has forty officials, distributed in various administrative and professional divisions (see Diagram 1). All in all the Department has 4,000 full-time staff members, including 3,000 literacy teachers.

Training of Professional Staff

The three thousand teachers have had a two weeks' course during which they studied the teaching of reading, writing and numeracy, the psychology of adult learning, as well as organisation and management. The part-time teachers are receiving special week-end courses. The divisional officials have been given a two-month course at the Institute of Adult Studies of the University of Nairobi. Many other officials have already taken a diploma course in Adult Education at the same institute. A number of other officials have been to, and some still are in, overseas countries in order to study for further degrees in adult education. The basic philosophy on training is to produce a cadre of professionals in the field of literacy/adult education.

Table 10

Some Statistical Information on the Literacy Programme in Kenya

Year	No. of Centres	No. of Classes	No. of Teachers	No. of Adult Learners		Total
				Men	Women	
1979	Not available	Not available	9,498	93,866	321,208	415,074
1980	11,766	12,227	13,204	89,053	309,824	398,877
1981	10,734	11,932	12,946	76,351	295,651	372,002
1982	12,845	13,309	13,031	74,481	273,319	347,800
1983	11,843	12,294	11,687	74,276	269,612	343,888

Literacy Proficiency Certificates

Year	Enrolment	Certified Literates
1979	415,074	311
1980	398,877	10,766
1981	349,083	18,409
1982	347,800	25,944
1983	343,888	19,935

Production of Learning Materials

Literacy teaching is being done in mother tongues, except in places where mixed ethnic groups exist, such as towns, plantations and industrial centres. In these cases the Kiswahili language is used right from the beginning. Otherwise the local language is taught before switching to Kiswahili. Nineteen primers and an arithmetic primer now exist in our various languages, produced in painstaking workshops of two weeks of baseline survey, involving ten to fifteen experts in linguistics and adult education, as well as experts in the respective local language. This work is done on location (i.e., in the district or area where the books are needed) as a co-operative effort between the Department and the local community. The drafts so produced are then pretested before printing for distribution to the classes. It is now believed that these 19 primers cover the needs of most people, though pressure to produce primers in other, smaller languages is always there.

4. POST-LITERACY AND CONTINUING EDUCATION STRATEGIES FOR THE BASIC STAGE

4.1 The Board of Adult Education

In Kenya the co-ordination of literacy and adult education is the responsibility of the Board of Adult Education, an institution established in 1966 by an Act of Parliament. The Board's broad objective is to co-ordinate and advise on all matters pertaining to the operation, practice, and development of adult education throughout the country. Arrangements are underway to reactivate the Board and strengthen its already functional committees at the provincial, district and divisional levels in order to streamline the system and create a strong national reporting, advisory and co-ordinating machinery. When wholly functional the Board will undertake research and surveys, especially those meant for the innovation of post-literacy and continuing education projects.

4.2 The Target Groups

Post-literacy and continuing education involves a behaviour pattern which an adult adopts in order to maintain and use the knowledge already gained. It also involves those educational activities and situations in which an adult persistently and purposely engages in pursuit of extra information and skills for personal improvement and development - either on his own, or within a co-ordinated community. In Kenya, quite a sizeable adult population needs motivation, help and guidance in order to achieve this goal. Fortunately the majority of them can be classified into easily identifiable target groups. These are:

- Those thousands of adult learners who attain literacy level every year. Despite the fact that this group has just become literate, it is the most difficult group to motivate to keep learning. This is particularly unfortunate, since learning, especially the learning of skills, becomes easier as one learns more.

- Those adults who drop out in the upper-primary classes after acquiring literacy. Many of these seem to have acquired very rudimentary level of skills, and it seems obvious that if left to their own devices they will certainly revert to illiteracy.

- Those fully literate individuals who strive to acquire officially recognised certificates or higher levels of education for the purpose of employment or promotion within their institutions. Their main interest is to acquire knowledge and skills which will enable them to improve their performance at work or to achieve better yields. Better education also eases the upward movement from job to job. It is no wonder that they are most motivated. As could be expected, their interests are diverse and therefore difficult to satisfy.

The Department of Adult Education, in conjunction with other government departments, the University of Nairobi, and the NGO's has attempted to plan long-term and short-term strategies to meet some of the post-literacy and continuing education needs of Kenyan adult learners.

Over the course of the last three years, discussions have gone on concerning strategies for post-literacy and continuing education in an attempt to satisfy the educational needs of various categories of adults needing this service. The many target groups with their diverse needs make it imperative that different learning strategies are adopted. Individuals, the community and the government all have to co-operate to ensure success.

4.3 Motivation and Mobilisation

Most Kenyans are aware of the importance and need for education. We also realise that success in literacy and post-literacy stems as much from political decisions as it does from well executed programmes. The need to constantly motivate decision makers is therefore vital. While the usual methods of publicity through public *baraza* and other local media will continue to be used, the radio and libraries will be particularly useful for informing the public of the available resources and facilities, including appropriate materials and institutions.

Arrangements have also been made to produce two short films to train adult teachers and to motivate decision makers to support literacy, post-literacy and continuing education programmes. Some of the specific objectives of the films are: to improve the quality of teachers through increased awareness, confidence and creativeness; improve organisational skills through improvisation

and resourcefulness; create awareness of the need for adult education in the community; improve leadership qualities; and develop co-ordination, co-operation and integration with other extension agents. The first film is intended to demonstrate the role of an adult educator in community motivation by a teaching/learning classroom lesson followed by a demonstration on soil conservation, while the second film will concern the use of locally available materials to convey a message aimed at re-enforcing an attitude or course of action.

4.4 Post-Literacy Curriculum

For those adults who have recently become literate, and also for those who have dropped out of upper primary school, a post-literacy curriculum has been worked out. Learning materials on the curriculum have also been recently completed. The curriculum contains three core subjects and many optional subjects. Apart from providing a lot of information, the main purpose of this curriculum is to help the Kenyan adult understand himself and his country better, improve the social and economic status of his family and community, and enhance and consolidate national unity. Thirteen books, plus teachers' guides where necessary, have therefore been produced in the following three core subjects:

- *The Government and People of Kenya*

  This composite course tries to look at our history, culture, geography, economy, politics and general society from the Kenyan point of view. There has been an attempt in the present curriculum to make the adult see himself as a player and a participant in his history, economic situation, and general development. As we have a proud history and culture, and have achieved quite a bit as a nation, it is our hope that the adult learners will feel proud of this and be motivated to perform even better. There is also a major emphasis on the protection of the environment.

- *Health Education and Family Life*

  A healthy nation has its basis on a healthy family. This course places the family at the centre of things and carefully examines those forces which act

upon it and effect its development and welfare. The question of the interrelationship between population size and structure, on the one hand, and the endowment of resources, their distribution and use, on the other, is given a central place. Areas such as family budget, nutrition, health, etc. are emphasised. In the last 20 years of independence, the general welfare of our people has improved a great deal. We believe there is still much more to be done, and this course is a contribution to that national effort.

- *Kiswahili*

At the beginning of our major efforts to eliminate illiteracy in 1979, it was decided that teaching at the literacy level would take place in mother tongues. This was to ensure that the adults learned to read and write in a language they definitely understood and identified with. At the same time it was decided that learning materials at the literacy level were to be functional and had to enhance the cultural heritage of the adult learners. To achieve this second objective it was imperative that mother tongues be used.

However, our national language is Kiswahili. It is the language of inter-ethnic communication, it is the language of commerce, and it is the language the government uses to reach our diverse people, made up of over 40 different ethnic groups. Recent studies show that among the rural people, less than 40% can read or write Kiswahili (4). This state of affairs is certainly unacceptable as it hampers development in post-literacy and continuing education. Apart from the course we have produced for this curriculum, simple learning and teaching materials have produced for distribution to learners and teachers. There are also programmes on Kiswahili on the radio.

- *Optional Subjects*

A curriculum has been worked out in several other subjects, including mathematics, agriculture, economics, history, etc. for those interested in such subjects. However, no decision has been taken on

the strategy of producing learning materials in these many subjects as this is certainly a very expensive exercise in terms of actual cost and staff time. Perhaps this is the one area where the private publishing sector could participate strongly in the support of the adult education - as it has done for child education.

4.5 Low-Cost Materials Production Experiment

Before the Low-Cost Print Project was introduced in the country, training and materials production were largely centralised. But eventually the centralised training and production were perceived as having the faults of one-way, top-down communication. The Department realised that learners and classroom teachers needed many aids of very local and ephemeral nature (word cards, picture cards, leaflets and booklets), which could never be produced at the centre; however, much staff and facilities might have been strengthened there. As a result of these felt needs of the Department, it was decided that a unit be created to cater for the training and production of the materials. Hence, the idea of the Low-Cost Project was born.

The project aimed at assisting in the production of learning materials by using simple and local materials for literacy students in Kenya. It also aimed at giving adult literacy teachers basic skills to produce supportive materials and train them on how to use the materials efficiently and effectively. Initially, the project was a pilot to establish, through training, Low-Cost Print Production Units in two of the Kenya's 41 districts, in which adult illiterates as well as teachers would write and produce simple materials. The simple learning materials were to be in the form of word cards, sentence cards, syllables, leaflets and booklets. At the beginning of the workshops, surveys were conducted to discover the interests, characteristics and needs of the local people. Production of a sample of the reading/learning materials were carried out. Pretesting of the rough versions of the cards, leaflets and booklets was then conducted. Adjustments and corrections or revisions were done on them before they were produced in large numbers.

After a one-year (1981) trial period in the two districts, an evaluation was carried out by the College of Adult and Distance Education at the University of Nairobi and by the departmental staff. The evaluation results of this phase of the project

were very encouraging and were appreciated by the Department as well as the planners. Following the success of the first phase of the pilot project, there was a demand from all corners of the country for resources to train teachers in the same methods. The Department was compelled to look at the training nationally and along this line it was only reasonable that it had to expand at the province level.

The second phase of the project was initiated in January 1982. The trainees were drawn from all provinces and the national headquarters. The group consisted of 26 people and it was in that workshop that provincial training teams were formed. From there provincial training teams embarked on training literacy teachers and other officers in a series of workshops on the production of the simple materials. By the end of June of the same year, each province had completed at least two training workshops in Low-Cost Print Production. At the time of writing this report, all full-time teachers (3,000) and three-quarters of part-time (4,000) were already equipped with various skills for producing these materials. The majority of our field officers take this kind of training, which they are currently implementing in their areas of operation.

Basically, the project is a training exercise. The aim has been to train Adult Education Officers to plan and implement materials production training workshops for adult literacy teachers. The intention has been also to prepare supervisors and teachers with the resources necessary to effect the local production of learning and teaching materials.

It is intended that the knowledge and skills so gained at the literacy level will come in handy at the post-literacy level. This would be particularly opportune now that adult learners themselves are in a position to actively participate in the production activity itself. In co-operation with their teacher (who will simply act as a guide and organiser), the learners will produce original materials based on their own experiences and local activities, mythology, folklore, problem identification and solutions. All this will appear in form of booklets, group newspapers, etc.

4.6 Staff Training

As we move to post-literacy level, even more and diversified training for all educational staff will be required. As stated

earlier, teams made up of education officials and literacy teachers have already been trained in the techniques of producing low-cost materials. Many more teams will need training to teach the new post-literacy curriculum. Fortunately the Department of Adult Education has in the last 3 years of its existence invested heavily in the training of its senior staff. It is therefore now possible for the Department to organise any type of training it wants without calling for external resources. However, as learning has no end, staff training still remains a priority.

We would like to highlight one of the courses given to our teachers. In preparation for the new post-literacy curriculum, and for their future as adult teachers/educators, all literacy teachers have to undergo a two-year correspondence instruction course, popularly known as the Foundation Course in Adult Education. The course covers the following nine subjects:

- Methods of Teaching Adults
- Effective Evaluation for Adult Education
- Curriculum Development in Adult Education
- Planning and Administration of Adult Education Programmes
- Human Relations and Communication
- Psychology of Adult Learning
- Adult Education and Development
- Introduction to Kiswahili
- Policy and Philosophy of Adult Education in Kenya

This Foundation Course, which is conducted in co-operation with the Institute of Adult Studies of the University of Nairobi, is also supported by 3 3/4 hours of weekly radio lessons over the Voice of Kenya. While the course planners are aware that currently the teachers are mostly engaged in literacy work, they (the planners) are also convinced that in the immediate future the target group will be the animateurs and social mobilisers for post-literacy, continuing and lifelong education. It is for this reason that this broad-based curriculum has been designed to turn our literacy teachers into all-round adult educators. These educators will be especially important in their role as consultants for the establishment and management of rural presses, as well as village resource and documentation centres.

4.7 Public Education Programmes

Many agencies - whether public, private or voluntary - are engaged at various levels in the education of adults. All government departments involved in education have special programmes for farmers and small businessmen: on health, family planning, water and general environmental conservation, and even on political education. Similar special programmes are also broadcast on the Voice of Kenya Radio Network and to a limited extent on television.

The Department of Adult Education has three special programmes on radio aimed at public education: "*Elimu Maishani*" ("Education for Life"), "*Jifunze na Uendelee*" ("Learn and Progress"), and "*Yakupasayo Kujua*" ("What You Ought to Know"). Radio courses and, due to public demand, a special programme on public education have also emerged from the Foundation Course in Adult Education. This English language programme, which is now broadcasted under a different title from those on Foundation Course, covers topics such as health, environment, law, and nutrition.

There is no question that radio will remain a major channel for public education. Well over 50% of all programmes on the Voice of Kenya are of major educational value at the post-literacy continuing education level, and this proportion is likely to grow.

4.8 Rural Newspapers

The Kenyan rural newspapers programme will provide another source of reading materials for the post-literacy and continuing education candidates. Several years ago the Board of Adult Education started *Kiboma*, a rural newspaper, in one of our districts. The purpose of the paper is to provide extra reading materials for the neo-literates, inform the local community of the local and current events, and supply technical and professional information to the local entrepreneur. The paper has been very successful and has been expanded from its experimental start in one district to cover the five Central Province districts, which have very similar economic and cultural characteristics. As the Ministry of Information and Broadcasting has now started other rural newspapers in other provinces, the Department of Adult Education will not start others of its own. Instead the Department is trying to influence the already existing news-

papers in the direction of adult education and literacy, particularly with respect to the newspaper content and the level at which it is provided.

National and regional newspapers tend to lose track of the needs and requirements of small local communities. To close this gap the Department intends to mobilise the local communities to start rural presses for village post-literacy literature. A rural press will not only produce local community-oriented newspapers, it will also produce newsletters, booklets, and simple books for local leadership. The information and articles for the newspaper will be meant for, and derived from, the local environment, and should be able to create a dialogue between the source and the recipient. The rural presses will be organised and administered by the local communities through the guidance of the local and regional experts. Experience during the Low-Cost Materials Production Project has shown that rural people can in fact support such a venture through provision of materials for publishing.

4.9 Library and Documentation Services

Library Resources

The Kenyan Library Services Programme aims at establishing libraries in all the major towns in the country. At present all provincial capitals and several key districts have such services. In the parts of the country where libraries have not been established, provision has been made for a mobile library service. However, most of the clientele are people with secondary and higher levels of education. The Department of Adult Education plans to liaise with the national library authorities in order to provide an adequate stack of books simple enough for adults with education below secondary school level. Plans also are well under way to start libraries at the District Development Centres owned and run by the Department.

Village Reading and Documentation Centres

Most of the Kenyan population, especially the rural population, receives information for development by traditional word-of-mouth method. The functional effectiveness of ideas passed this way is very difficult to evaluate, and the means for cross reference are both expensive and time consuming. It is the intention of the Department, in co-operation with other relevant authorities (e.g., the Department of Culture) to establish

village reading and documentation centres, where the villagers not only can get reference materials, but also can meet and exchange ideas on their reading. We see these centres also serving as centres where local people can express their creative talents in song, drama and art. For the nomadic communities, metal boxes will be provided for ferrying and storing books and other reading materials.

Documentation and Resource Centres

In addition to the village reading and documentation centres, the Department has an ambitious plan to establish national and district documentation centres. The national centre will be concerned with the training of staff, as well as with the development of curricula and teaching/learning materials. It will also be expected to spearhead research and evaluation efforts and will be the place from which innovative approaches to adult education practices will emanate. Indeed, the resource centre, as the heart of adult education programmes, will be expected to constantly rejuvenate the Department and other agencies involved in literacy and adult education.

4.10 Manpower Programmes for Rural Development

Multipurpose Development Centres

The Department of Adult Education has established six multipurpose development centres, located at Ahero, Kakamega, Kitui, Machakos, Murathankari and Baringo, in addition to the District Development Centres at Embu and Matuga. These are part of an ambitious government plan to establish such a development centre in each of our 41 districts. At present these centres, and several others not operated by the Department of Adult Education, are major adult education centres where adults come to live for short periods in order to study a specified subject in some depth. The centres are particularly geared to offer residential courses on rural development directed to leaders at various levels. Elected councillors, leaders of various women groups, chiefs and other local level government workers and leaders, trade union leaders, etc. are among the more regular patrons in these centres. It is quite obvious that as more rural people become literate these development centres will become an indispensable educational institution. The very high current occupancy rate in these centres suggests that the proposal to build many more such centres is well founded.

The district development centres will also have another vital role to play. Those managed by the Department of Adult Education will be reorganised in order to serve in addition as documentation and resource centres for the district. Apart from serving as the training and materials production centres for the adult educators, they will also serve as consultation and ressource centres for the village documentation resource and study centres.

Women's Programmes

Women's programmes come under a variety of organisations, including the Maendeleo Ya Wanawake, and the Women Bureau of the Ministry of Culture and Social Services. There are over ten thousand women's groups in the country, engaging in income generating self-help projects. About 50% of these groups also have literacy education as a component of their programmes. The Department of Adult Education, in collaboration with the Department of Social Services and Maendeleo Ya Wanawake, is mobilising the remaining groups to integrate literacy teaching with their other projects, which are socio-economic in nature and require technical knowledge and skills. The Department intends to liaise with the utility departments (Agriculture, Health, Commerce, etc.) in order to develop relevant reference materials projects. It is also hoped that the women's groups will capitalize on the village resource centres and will also see the necessity of establishing reading corners within their establishments. The recently established Maendeleo Ya Wanawake Organisation Educational Training Programme will go a long way towards satisfying this proposal.

Village Polytechnics

Kenya's Youth Development Programme includes the establishment of Village Polytechnics all over the country. Most of these have been established by local communities through self-help initiative, at times with the assistance of religious and other voluntary organisations. Many of them, at the moment 286, are sponsored by the government through the Department of Social Services in the Ministry of Culture and Social Services. The Village Polytechnics cater mainly for primary school leavers, though some graduates of secondary schools are also joining. The centres teach various trades, including carpentry, masonry, pottery, leather work, tailoring, accounting, book-keeping, dressmaking, etc.

To facilitate understanding, some of the formal school subjects such as English and mathematics are also taught. Apart from ensuring a meaningful means of livelihood for thousands of school leavers, these centres help to alleviate unemployment and to supply the country with urgently needed base-level technicians and craftsmen.

Education for workers

The employed population of Kenya numbers about one million, of which the majority are unskilled or semi-skilled. Any education given to them at present, whether in industrial, commercial, or agricultural and mining sectors, tends to be largely vocational and is normally intended to increase production. Vocational training is important in that it enables the adult workers to acclimatize themselves to rapid technological and social changes. However, vocational education is not enough. Workers also need continuing education.

Continuing education enables the workers to absorb new knowledge which is conducive to open-mindedness, promotes the understanding of values, and also assists in the removal of obstacles to the workers' growth and development - individual and collective. In particular, a worker should be knowledgeable about technological changes involving home appliances, food, drugs, travel, etc. and should also be fully informed about, and take full part in, the development of his cultural and political environment. Thus education should stimulate creative work, promote cultural activities, and assist the development and self-realisation of the individual. In order to promote the development and growth of the workers' non-vocational education, the Department of Adult Education intends to co-operate and associate fully with the Central Organisation of Trade Unions (COTU) and its affiliates, as well as with the Federation of Kenya Employers (FEK). In particular, the Department intends to offer expertise in the fields of curriculum development, training, materials development, course management, and actual facilitation of courses, seminars, and workshops.

5. CONCLUSION

In Kenya the application of functional literacy is ensured by integrating literacy with the national development programmes and projects defined in the National Development Plan. Each programme or project is evaluated from the point of view of its characteristics, its location, and the mode of local consumption. Different areas of the country carry out their literacy training, especially in development and use of low-cost materials, according to local occupations, geography and language. These factors make it unwise to prescribe a common curriculum or procedure for the whole country; instead, the assessment of literacy maturity is done by the teachers. We have discovered that where literacy is integrated with development and social activities, drop outs are minimal. This is especially true where literacy is integrated with income-generating activities.

Experience has also taught us that it is difficult to measure in absolute terms the total learning time which will result in literacy. Some individuals may become literate in their local language in the space of three to four months, while others, through no fault of their own, may take considerable longer. Level of education, cultural background, working conditions, family situation, geographical circumstances, and availability of teaching resources and facilities are some of the factors which determine the individuals' progress towards literacy. Expereince indicates that, as a general objective, it might be expected that most adults can achieve a reasonable level of functional literacy within twelve months, involving some 300 to 500 hours of attendance at literacy classes.

From its inception the Department of Adult Education has sought and promoted co-ordination and co-operation with other government departments and nongovernment organisations. Notable within the government are the President's Office, the Ministry of Basic Education, the Ministry of Labour, the Department of Social Services, the Prisons Department, the Ministry of Health, the Catholic Secretariat, the Kenya Adult Education Association, the University of Nairobi, Kenya Scouts Association, the Central Organisation of Trade Unions, the Kenya National Union of Teachers, the Kenya Institute of Education, Maendeleo Ya Wanawake, and the Women's Bureau.

Areas of co-operation include publicity and mobilisation, designing and production of primers, staff training, teaching of illiterates, the development of post-literacy curricula, and the actual writing of learning materials at this level.

The Department has also enjoyed considerable international co-operation and support. During the course of the implementation of the programme we have received travel scholarships, photographic equipment and materials from Unesco. The European Economic Community has helped with motorcycles, cassette tape recorders and software, while the German Foundation for International Development (DSE) has financed and provided experts for a workshop on curriculum development for basic education and development training programmes. Apart from providing motorcycles to help in the supervision of the literacy classes, the British Council has also supplied typewriters, duplicating software, and experts for training on development and production of low-cost materials. From Africa, the Afrolit Society, in conjunction with the African Adult Education Association, has sponsored and financed two workshops, one on women development through literacy, and the other on development of post-literacy curriculum.

NOTES AND REFERENCES

(1) See UNESCO Report on Statistics on Illiteracy by Afrolit Society (Contract No. Ed. 523.691) especially p. 1-2. Also see Table 2 on Comparable Primary Enrolment Figures.

(2) UNESCO's figure of 49% quoted by Anil Bordia in his paper 'Issues in Post Literacy' Table I, p. 3, prepared for the Orientation Seminar on Learning Strategies for Post-Literacy, Hamburg (14-23 October 1981), and quoted by us in the 'Guidelines for Local Level Action in Kenya', is considered too high.

(3) 1978 Jamburi Day Speech by His Excellency the President: Government Printers, Republic of Kenya.

(4) Economic Survey 1982: Ministry of Economic Planning and Development, Republic of Kenya, Government Printers, Table 15.20 (p. 224).

Chapter 2

POST-LITERACY ACTIVITIES AND CONTINUING EDUCATION OF ADULTS IN NIGERIA

by

Charles O. Akinde

1. INTRODUCTION

A paper of this kind should not be cluttered up with definitions, and it is hardly necessary to give a comprehensive list of concepts and terms used in adult education. But since there is no general consensus as to what terms such as "adult education", "post-literacy", "literacy" and "continuing education" mean, it is as well to explain here how these terms and concepts are understood and used in Nigeria.

Literacy

Originally, "literacy" was construed as meaning the basic skills of writing, reading and computing with simple numbers. In the mid-1960's, the concept of "functional" was added to this definition in recognition of the facts that basic literacy is not enough and that literacy must be functional if it is to really serve the personal and social development of the individual. It was to account for this, its essential development dimension, that the concepts "work-oriented" or "functional" were added to our notion of literacy, and it is in this way that the word "literacy" is understood and used in Nigeria. It thus means education for illiterate adults with a view to social and economic development; i.e., it means giving working adult illiterates the knowledge and skills they require to increase their productivity and to foster their personal development and social advancement. It covers basic literacy and numeracy (the 3 Rs), which foster the vocational development of the adult learners.

This is largely in the same sense that Unesco defined the term in 1962:

> "the essential knowledge and skills which enable a person to engage in all those activities in which literacy is required for effective functioning in his (or her) group and community; and whose attainments in reading, writing and arithmetic make it possible for him to

> continue to use these skills towards his own and the community's development". (Unesco, 1966)

Post-Literacy

Essentially, the term "post-literacy education" is the education received by the literate adult after basic literacy has been attained, which is usually before the stage of permanent literacy; this is assumed to be at the first school-leaving certificate level. But the question remains: is all the education received by adults after the literacy stage "post-literacy education", or is it only the education received immediately after the basic stage of literacy training? And if the latter, how immediate?

Professor Bhola (1980) has provided a taxonomy of literacy and post-literacy stages. The author of the present paper has also attempted to outline a typology of literacy stages and of post-literacy as understood and used in Nigeria. According to this latter typology, post-literacy education means:

> "a follow-up measure to enable the neo-literates to preserve what they have acquired in their previous literacy training, to add to it in the process of learning. Post-literacy activity is a means for enabling the neo-literate to use his skills, add to knowledge acquired in the preceding phases, and embark on the acquisition of new knowledge and skills through a continuing process of further learning and which thus lead to greater mastery of the environment". (Akinde, 1980)

It is not necessary to go into the details of post-literacy stages. One can only assume that the period immediately after acquisition of basic literacy is what is meant by a post-literacy stage, and the following stages may be called "continuing adult education".

Finally, the term "adult education", which is used in many contexts in different countries, is in need of some clarification. Again, one may start by referring to a definition which states that adult education is any learning experience designed for adults, irrespective of content, level, and the methods used. It relates to a period of life, and it may be formal, nonformal or incidental in nature.

Adult education will, then, include the following:

- Further education
- Literacy education
- Fundamental education
- Extramural university work
- Evening classes
- Education by correspondence
- Day-release study
- In-service training

It is clearly an umbrella term, covering a multitude of activities. Thus, Unesco arrives at a definition of adult education as

> "the same as 'out-of-school' education and covers all organized educational activities provided for people who are not in a regular school and university system and who are generally 15 years or older. Adult education will also include a range of programmes which may not be called 'education' but perhaps 'training', 'extension' or 'community development'; provided they are educational in the sense that teachers, instructors or extension workers communicate knowledge, understanding, attitudes or skills to adult 'students' or clients or 'target audiences' they should be regarded as adult education". (Unesco/IBE, 1975)

In other words, it is

> "a process whereby persons who no longer (or did not) attend school on a regular and full-time basis undertake sequential and organized activities with a conscious intention of bringing about changes in information, knowledge, understanding a skill, appreciation and attitudes, or for the purpose of identifying and solving personal or community problems". (Liveright and Haygood, 1968)

Naturally, the term "adult education" will in some countries be used to include education which will normally be excluded in others. Since the title of the present project, *Post-literacy and Continuing Education in the Perspective of Lifelong Education*, contains a multiplicity of terms, one would suppose that "post-literacy and continuing education" are used in the context of lifelong integrated learning or education, a kind of

learning which should, to use Philip Coombs words, "provide every individual with a flexible and diversified range of useful learning options throughout his or her lifetime". That is, it is a strategy which may be formal or nonformal, but which will be reinforced by informal learning of all kinds.

In the Nigerian context, literacy and post-literacy education is viewed as a continuum. This is because the strategies which are used in the earlier literacy stages are carried over to the post-literacy stage. The purpose for which adult education in Nigeria is designed is relatively limited, inasmuch as it is based on the relationship between the learner and productive activity in the context of what is called "Functional Adult Education". Functional Adult Education is intended to link the development of the working individual with the development of the community, thereby seeking to reconcile the interests of the working individual with those of the society in which he lives and works. In this process the individual fulfils himself within the framework of a society whose structures and superstructural relations facilitate the full development of the human personality.

2. CONTEXTUAL ELEMENTS

2.1 Geography

Nigeria is a land of contrasts and of cultural diversity. Its social organisation is very complex, and this, together with its heterogeneous cultures, marked by the relationship between the old and the new systems, makes it a microcosm of Africa. This is true whether one considers the country in its geographical, historical, socio-cultural, economic or political aspects. Geographically, the country covers a total land mass, together with its numerous rivers, hills and lakes, of 923,768 sq.km., which is more than three times the size of Britain, about one tenth the size of the United States of America, and almost the area of Pakistan.

Nigeria is situated on the west coast of Africa between the latitudes 4^{0} and 14^{0} North and longitudes 2^{0} and 15^{0} East. It shares borders with four French-speaking countries: to the west with the Republic of Benin, to the east with the Republic of Camerouns, to the north with the Niger Republic and to the north-east with the Republic of Chad. The southern part of Nigeria is bounded by the Atlantic Ocean (Gulf of Guinea), which provides it with over 800 km. of coastline. The unique topographical feature of Nigeria is the great "Y" formed by the confluence of the two great rivers, Niger to the west and Benue to the east; these two rivers, together with other less prominent rivers, provide Nigeria with about 8,577 km. of navigable waterways.

Four main topographical areas may be distinguished in terms of vegetation, altitude and climate:

(1) the hot, humid coastal belt of mangrove swamp 16-97 km. wide;

(2) the tropical rain forest to the north of the mangrove swamp extends 80-160 km. further inland;

(3) the savannah zone, which is further north, covers an area of about 791,040 sq.km.; this is the middle belt plateau, which stands at about between 1,830-2,150 m. above sea level;

(4) the semi-desert scrub land in the extreme north.

As to the climate, whereas the mean maximun temperature is about 30.55°C (87°F) in the coastal belt, it is about 34.44°C or 94°F in the north, with a normal decrease of 1.4°C per 300m. of altitude. The mean minimum temperature in the southern part of the country is 22.2°C (72°F), but in the northern part it is 18.88°C (66°F). Maximum temperatures are highest from February to April in the south and from March to June in the north. They are lowest over most of the country in July and August.

There are two patterns of climate in Nigeria, the rainy or wet season, and the dry season. The rainy season begins in the south in April and in the north in June, but it ends everywhere between September and October. Rainfall in the country ranges between 380 cm. a year in the south to 130 cm. in the centre and only 50 cm. in the north.

In the north the dry season lasts from October to April; usually it is dusty beacause of Sahara winds called "hamattan". In the south the dry season begins in November and ends in April, and there is considerable desert wind and some dust in December and January. The humidity in the north in December and January ranges from 12% to 60%, whereas in the south the humidity is high and can range between 70% and 90%.

2.2 History

Nigeria as a political entity was ruled by Britain as two protectorates, the South (Lagos) and the North, until 1914 when the two protectorates were amalgamated under the governorship of Colonel (later Lord) Dealtry Lugard. Because of the diversity of the traditions and cultures of the peoples of Nigeria, it was found expedient to rule the country through the traditional rulers in a system that came to be known as indirect rule. This system, which helped the colonial government maintain stability, was one cause of the divergence that now exists between the South and the North in education.

In 1960 Nigeria gained independence from Britain, and in 1963 she became a republic within the British Commonwealth. In the early years of independence, it was a federal republic comprising three regions: the West, the North and the East. But in 1967 twelve states were carved out of the three regions; and in 1976 seven more states were created out of the existing twelve states, thus making Nigeria today a federal republic with nineteen states. (See Figure 1 on page 7 and the map of Nigeria in Appendix 1).

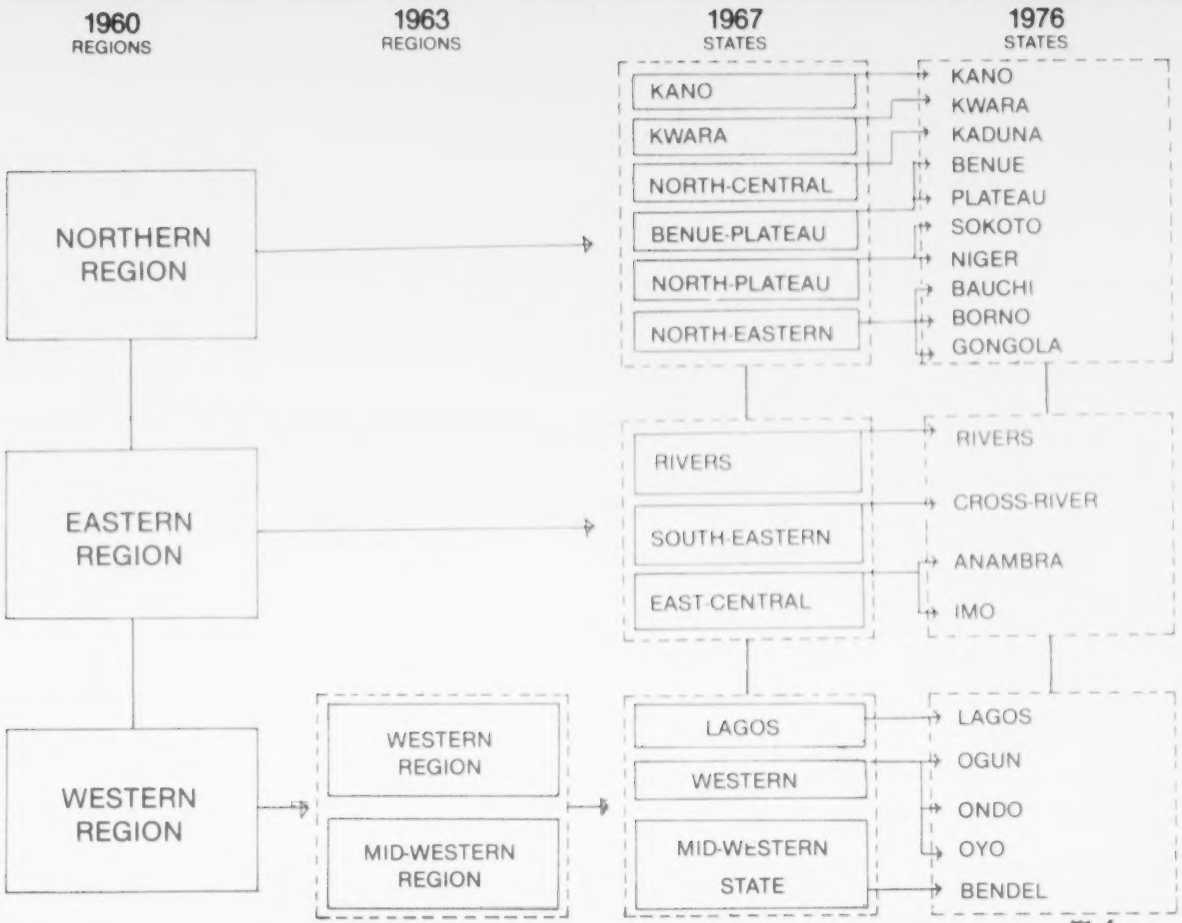


Figure 1: The Evolution of States in Nigeria from 1960 to 1982

One of the most significant events in the recent history of Nigeria was the civil war which followed the military coup of 1966. The civil war lasted from 1967 to 1970. Since then, Nigerians have been in agreement that the country has become a unified nation, politically indivisible, and that whatever development there is must be carried out within the context of one Nigeria. The military ruled the country from 1966 to 1979, when a new constitution was drawn up and power was transferred to civilian politicians. As opposed to the earlier system of government, which was based on the Westminster model of parliamentary democracy, the new one is based on the American model of a presidential system with an executive president as the head both of the government and the state.

2.3 Demography

Population Index

The population of Nigeria is given as 82.5 million, with an annual growth rate of 2.5 to 3%. If this trend continues, by the year 2000 the population will reach the 154 million mark. Nigeria comprises about 25% of the total population of Africa south of the Sahara and north of the Zambesi. Life expectancy in the country is currently given at between 45 and 49 years. The crude birth rate is 49 per thousand, which is about a 2% change from 50% in 1960. The death rate is about 22% per thousand, a 15.4% change from 26% in 1960. The fertility rate is around 6.7%. The mortality rate among children under one year of age is now around 163 per thousand children born, as against 207 in 1960.

Population Distribution

Population distribution has a great impact on a country's educational planning. It also has an effect on its labour supply and consumption trends. In Nigeria, the ratio of male to female population is almost equal, as is shown by Table 1:

Table 1

Age Composition as Percentage of the Total Population

Age	Year	Both Sexes	Male	Female
0-9	1960	33.3	33.7	33.0
	1970	34.4	34.9	34.0
	1980	34.9	35.4	34.4
0-14	1960	45.4	45.9	45.0
	1970	46.6	47.2	46.2
	1980	47.4	48.0	46.8
15-54	1960	48.4	48.6	48.4
	1970	47.3	47.1	47.4
	1980	46.6	45.8	46.7
55 +	1960	6.1	5.6	6.5
	1970	6.1	5.5	6.5
	1980	6.1	5.6	6.5

Sources: (i) United Nations: *World Population Trends and Prospects* by Country 1950 - 2000 Summary Report, 1979.

(ii) *World Population and Its Age/Sex Composition* 1950 - 2000, 1980.

The age composition of the country is typically young. The trend today shows that children under the age of 14 comprise 47.4% of the total population. The proportion of the population in the labour force age group (15-55 years) is 46.6%, and people aged 56 and above comprise only 6.1% (Chojnacka, 1980). The labour force on aggregate had a growth rate of 1.8% in the decade from 1960 to 1970. Between 1970 and 1975 it was 2.1%.

Population density varies enormously from one area to another. Whilst there are over 1,000 persons to a square mile in some areas, in others there are less than 100 persons to a

square mile. On average, the population density of Nigeria is around 224 persons to a square mile or 66 persons per square kilometer.

The structural uneveness of population distribution in Nigeria is largely due to the nature of the country's activities. For example, the growth of the modern sector of the nation's economy, which is concentrated in and around the bigger towns, has attracted many young adults and adolescents. In 1960 only 18% of the population lived in towns, but in 1975 this figure had increased to about 29%; some 20% of these are estimated to be living in towns of more than 20,000 inhabitants. The urban growth rate since independence has been phenomenal. For instance, between 1960 and 1970 the urban growth rate was 4.5%; in 1975 it was estimated at about 7.0%; and today it must have grown substantially, to about 9.0% or 10.0%.

2.4 Economic Situation

Economic Indicators

Nigeria's economy is divided into two sectors:

- The industrial sector (modern)
- The agricultural sector (traditional)

The third sector, that relates to the service industries, may be added for the sake of analysis, although the service industries are, strictly speaking, not separable from the other two sectors. Nigeria's GNP per capita in 1979 was about US $ 670. According to the classification of the World Bank, Nigeria is one of the 58 middle-income countries.

Nigeria is the world's sixth largest supplier of crude petroleum. The bulk of government revenue is derived from the export of crude oil. Oil accounts for over three-quarters of government revenue and for about 95% of the country's export earnings or sources of foreign exchange. Financially, Nigeria can be said to have good prospects for the future as long as the oil revenue remains constant. At present, there is an estimated oil reserve of between 20 and 50 billion barrels in Nigeria. The average rate of extraction is 2.5 million barrels per day. Hence, for the next 25 years, Nigeria can still hope

to make substantial earnings from its oil. And, apart from oil, there are various natural resources yet to be exploited, thus making the country potentially one of black Africa's most prosperous.

The other aspects of the economy, especially the agricultural sector, are not, unfortunately, so encouraging. In 1966/67 agriculture contributed 55% of the country's GDP, in 1971/72 it declined to 41.8% and by 1976 it was down to only 23%. The growth rate of production in each sector as a percentage of the total Gross Domestic Product is as follows:

Table 2

Growth Rate of Production as a Percentage of the Gross Domestic Product

	1960 - 70	1970 - 76	from 1980
Agriculture	-0.5	-0.2	---
Industry	13.8	12.6	20
Services	5.2	9.5	---
All Sectors	3.1	7.4	---

In general terms, it can be said that Nigeria's economy is growing at a very rapid pace, thanks to the revenue from primary commodities such as oil. The money derived from this basic sector is used to increase investment in the modern industrial manufacturing sector, which at present contributes only 24% to the country's gross domestic product. The industrial sector is said to be growing at an annual rate of 20%.

Labour Supply

Nigeria is still basically an agricultural country, and the majority of its population is employed in this sector. Although only 30% of the cultivatable land is in use, the number of the population employed in agriculture in Nigeria accounts for 61.22%. The total population of Nigeria's labour force is about 32 million.

Infrastructure

The mainstay of a country's economic and social development activity is the availability of a favourable infrastructure.

This is particularly necessary for the successful implementation of post-literacy and continuing education programmes. In Nigeria the situation is as follows:

There is a total road network of over 95,374 km., of which about 27,000 km. are under the control of the federal government; this includes the new four-lane, 110-mile Lagos/Ibadan highway. Of all the roads in the country, about 16,093 km. are paved. Roads account for about 70% of the movement of goods and persons within Nigeria.

There are 3,508 km. of railroad tracks with 1,067 mm. (3ft. 6ins.) gauge in Nigeria. (The world standard is 1,435 mm. or 4ft. 8 1/2ins.). The basic use of railways is for the transportation of goods; although they are also used for carrying passengers from north to south and vice versa. In 1973/74, the railways carried a total of 5,228,858 passengers and 1,645,930 tonnes (1,620,000 tons) of freight. When the improvement promised by the federal government is made, the railroads may become a major means of long distance public transport. In its 1975-80 plan, the federal government has allocated 885 million Naira to the improvement of Nigeria's railways.

Numerous radio stations exist in Nigeria, transmitting to more than a million radio receivers. There are nine television stations, including relay transmitters. The programmes of these television networks are viewed on an estimated 75,000 sets, including some colour sets. New television stations are planned in several states.

Nigeria has the lowest number of telephones per capita in Africa, about six per thousand. There are some 73,000 telephone lines, but many of them are faulty. The government allocated 1,100 million naira to telephone communications during the 1975-80 plan period. It is hoped that by 1985 there will be about 2.5 million telephone lines in the Federation. There are 189 telephone exchanges connected to the public trunk network; and an impressive satellite communications system exists between the state capitals in Nigeria. There is one satellite station in every state.

There are at present about 260 post offices, sub-post offices and mobile post offices, together with about 1,360 postal agencies throughout the country. Much improvement is needed in this sphere since a postal service is particularly important for

the implementation of post-literacy and continuing education programmes, where correspondence courses, letters etc. are invaluable.

There are about 300 cinemas in the country, with an average seating capacity of 500. There are also mobile cinemas in some parts of Nigeria, used primarily for community education purposes.

The availability of newspapers and other periodicals is crucial to any literacy and post-literacy programme. At a national level, there are some fifteen English-language dailies and some twenty-four weeklies, of which four are in African languages. Some local newspapers and journals and specialized periodicals also exist in the country. The latter cater for specific groups and trades.

2.5 Political Situation

National Development Objectives

Nigeria emerged politically from colonial rule as a federation of three large regions (North, West and East). However, in the process of its evolution as an independent republic, it has become, within two decades, a country of nineteen states. (The stages of state-creation in Nigeria are given in Figure 1.)

Debate is still going on about the possibility of creating more states within the next few years. Further division of the country's administrative units is considered necessary in order to allay the fear of domination felt by minority nationalities. This fear of domination was one of the main causes of the civil war between 1967 and 1970. That is why maintenance of national unity is the prime concern of the government in all its policy decisions. This has been spelt out in the documents stating the country's development objectives.

No country can be united effectively if a gap both in education and other aspects of modern society exists between its states such as is the case in Nigeria. Disparity in education between the Nigerian states is very visible, as Table 3 shows. The government regards education as the strongest force for bringing about a redress of the imbalances in inter-state and intra-state development.

The five cardinal national objectives, which guide the national policy on education, are - as stated in the 2nd National Development Plan 1970-1974 - the building of:

- a free and democratic society;
- a just and egalitarian society;
- a united, strong and self-reliant nation;
- a great and dynamic economy;
- a land of bright and full opportunities for all citizens.

The government puts great faith in education as the means of attaining these goals. Education is seen as an instrument of development; as, indeed, the most important instrument of change; and hence it is seen as the greatest investment the nation can make for the rapid development of economic, political, social and human resources.

2.6 Cultural Situation

Ethnic and linguistic patterns

The complexity and diversity of Nigeria can be measured by the number of ethnic groups in the country (250), each speaking its own language. However, seven main languages are estimated to be spoken by about 80% of the population. The country's three major languages - Hausa, Igbo and Yoruba - are spoken by approximately half of the population (see Tables 4 and 5 for linguistic patterns by state). English is the lingua franca and official language of Nigeria in commerce, administration, the judicial system, and in schools. But only about 15% of the population are able to speak some form of English, and perhaps not more than 5% are really literate in standard English. However, it is widely recognised that the three major languages are the most appropriate choice as the official languages. Most people in the North speak Hausa either as their mother tongue or as a second language almost as fluently as their mother tongue. In the East, Igbo is spoken, and in the West, Yoruba. If state languages are to be chosen, the following table shows how the author has seen the situation in a previous study.

Table 3

State Populations with Primary and Secondary School Enrolment

State	Population 1976	Primary Enrolment 1977	Secondary Enrolment 1976	Sec. Enrol. per 10,000 population
Anambra	4,936,497	907,252	89,243	180.8
Bauchi	3,337,046	329,600	8,853	26.5
Bendel	3,377,767	743,370	107,114	317.1
Benue	3,331,173	686,900	32,630	98.0
Borno	4,114,180	360,100	13,684	33.3
Cross River	4,773,873	768,290	60,639	127.0
Gongola	3,575,823	340,300	14,082	39.4
Imo	5,040,863	1,034,790	117,950	234.0
Kaduna	5,625,094	636,000	35,226	62.6
Kano	7,926,206	565,380	23,753	30.0
Kwara	2,353,196	319,020	39,741	168.9
Lagos	2,172,419	404,000	84,985	391.2
Niger	1,639,506	179,860	12,875	78.5
Ogun	2,128,760	299,000	49,496	232.5
Ondo	3,746,608	490,000	85,444	228.1
Oyo	7,149,390	866,400	130,981	183.2
Plateau	2,781,663	463,500	22,275	80.1
Rivers	2,360,665	405,908	50,000*	211.8
Sokoto	6,229,660	301,000	19,638	31.5
NIGERIA	76,600,389	10,104,670	998,609	

* Estimate.

Source of Population Data: Federal Office of Statistics.

Note: School figures obtained from the states give different totals from those of federal origin.

It is clear from this linguistic situation of the country that the provision of literature for literacy and post-literacy is not an easy task. And this explains why the English language is being retained in Nigeria as a language of instruction in all our schools, and also as a language of post-literacy training and continuing education.

Language constitutes the Achilles heel of the socio-political and socio-cultural, including educational, systems in Nigeria. An estimated 250 languages are spoken in Nigeria. With the launching of Universal Primary Education (UPE) in 1976, the government identified nine among them as the UPE languages. More than 60% of the entire population speak one of these nine languages as their mother tongue.

Research has also shown that the further spread of these languages can still be successfully effected without much difficulty, provided that the political atmosphere makes it possible (decision or policy on language in any country is a political decision).

Although the ethnic differences between the groups are relatively small, they are highlighted by religious, social and economic differences resulting from the country's geography and history. A major objective of Nigerian policy at present is to reduce these differences and tensions by closing the educational, economic and social gaps which exist between the various groups.

Religions

Because religion is one of the factors which distinguishes one Nigerian from the other, it is necessary to take it into account in all discussions of Nigerian education. Not only is it the main factor in social organization, it is also a major reason why some regions are more westernized educationally than others.

The two main religions in Nigeria are Islam and Christianity. The former has more than 30 million adherents whilst the latter counts about 25 million. Apart from these two world religions, there are other, indigenous ones. At present, there are 47% Muslims, 34.5% Christians, and 18.5% belonging to the indigenous religions. Within each religious denomination, there are various sects. For this reason, it may be said that religion has added to the complexity of Nigerian society culturally and

Table 4

Languages in the 19 States of Nigeria

State	Population	Ethnic Groups	Dominant Language
Anambra	3,596,631	Ibo	Igbo
Bauchi	2,434,730	Hausa-Fulani	Hausa-Fulfulde
Bendel	3,535,839	Edo, Urhobo, Ishan Itsekiri, Ibo, Ijaw	Edo/Urhobo
Benue	3,041,194	Tivs, Jukun, Agatu Nupe, Idomas, Igalas, Igedde, Utonkon, Akwega	Tiv, Jukun
Borno	2,990,526	Kanuri-Hausa	Kanuri-Hausa
Cross River	3,633,593	Efik/Ibiobio	Efik/Ibiobio
Gongola	1,585,200	Fulani-Hausa/Kanuri	Fulfulde-Hausa Kanuri
Imo	3,568,125	Ibo	Igbo
Kaduna	4,098,297	Hausa/Nupe/Fulani	Hausa
Kano	5,774,842	Hausa	Hausa
Kwara	2,399,365	Yoruba, Igbirra, Nupe, Hausa, Barba Igala	Hausa/Yoruba
Lagos	1,100,000	Yoruba	Yoruba
Niger	2,900,000	Hausa	Hausa/Nupe
Ogun	1,448,966	Yoruba	Yoruba
Ondo	2,727,676	Yoruba	Yoruba
Oyo	5,208,944	Yoruba	Yoruba
Plateau	1,421,481	Tiv, other languages	Idoma-Igala, Igbira
Rivers	2,300,000	Ijaw/Urhobo	Ijaw
Sokoto	2,873,286	ni	Fulani/Hausa

Source: Charles Akinde, *Language, Education and Social Development in Nigeria*: Ph.D. Thesis, 1980.

socially. In spite of the religious differences, however, there is a great deal of tolerance between the various religious groups.

Until recently, religious missions dominated the educational scene in Nigeria. Christian missionaries organized and financed schools on the Western pattern, whilst Islamic schools were established in the northern part of the country. Islamic schools still function side by side with Western-type schools. In 1972 there were 8,119 Islamic schools at the elementary level in Kano State, as compared with only 530 Western-type elementary state schools. At the secondary-school level, there were 1,630 Islamic schools, as compared with only 27 state (Western-type) schools. Enrolments in both forms of schools was as follows:

Table 5

Enrolments in Islamic and State Schools in Kano State in 1972

	Islamic	State	Male*	Female*
Primary Level	163,380	96,380	28%	26%
Secondary Level	34,293	9,084	25%	13%

Source: The British Council, 1980.

* Percent of the respective age group.

3. NIGERIAN EDUCATION SYSTEM

3.1 Organisation of the School System

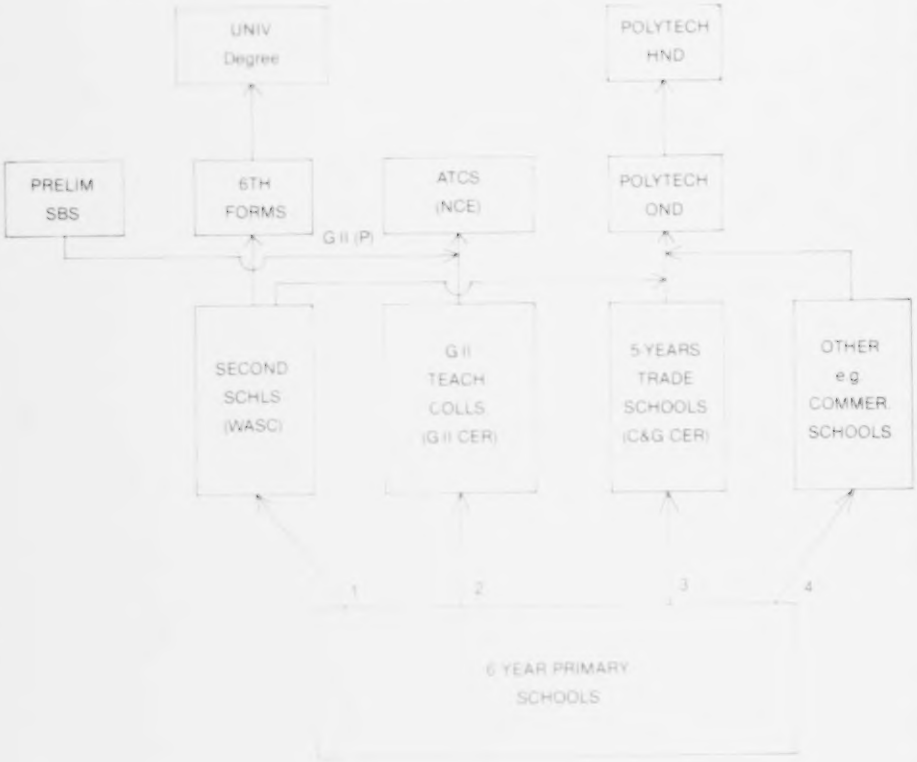
Prior to the approval of the new policy on education in 1977, the general structure of formal education in Nigeria was given by the 6-5-2-3 system, which meant that children spent six years in primary school, (seven in the North), five in secondary, two in the sixth form and three years at university. Figure 2 shows the structure of the present system. This structure was to be replaced by a new one by 1982.

One of the most important innovations to have taken place in the education system in Nigeria since 1970 is the changeover from the old structure to a 6-3-3-4 sequence, which means that primary school is spread over six years, and the secondary school education is divided into two stages: a junior secondary school stage, and a senior secondary school stage, each of which is of three years duration. The junior secondary school becomes, under the new system, both pre-vocational and academic, and students who leave college at the end of this level may enter into an apprenticeship or go into some other form of vocational training. The senior secondary school stage, which is comprehensive in its set-up, will be for those who wish to complete a six-year secondary education. Successful students at this level may go directly to university for a four-year degree programme. Figure 3 shows the new system.

3.2 Primary Education

The federal government launched the Universal Free Primary Education (UPE) Programme in September 1976. This has proved to be particularly important for educational expansion in Nigeria, although it was not the first time that UPE had been launched in the country. In 1955 the then Western Region of Nigeria had launched a similar scheme which helped to increase enrolment of school-age children at the primary level in the region. The 1976 scheme was the first time in Nigeria that such a programme covering the entire federation had been launched by the federal government. One of the implications of the UPE scheme has been the progressive increase in the number of children enrolled in schools, as the following figures taken from federal sources show:

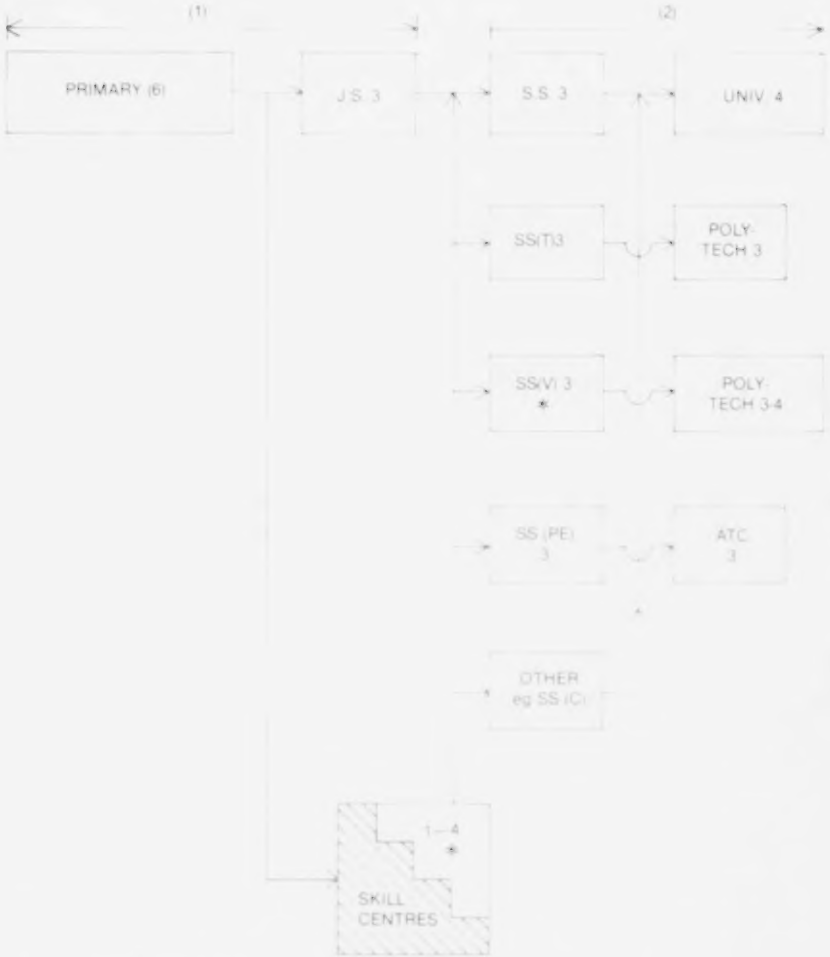
Figure 2: Structure of Nigerian Education System
(to be replaced by a new structure in 1982)



UNIV — University
SBS — Schools of basic studies
PRELIM — University preliminary courses
G II (P) — Grade two (Pivotal) — for Sec. School Leavers
ATC — Advanced teacher training colleges
NCE — Nigeria certificate of education
OND — Ordinary national diploma (British Exam.)
HND — Higher national diploma (British Exam.)
C & G — City & guilds certificate

NOTE: The figures 1, 2, 3, 4, indicate the routes for various specializations or vocational orientations.

Figure 3: The New Structure of Nigerian Education System to be adopted throughout the Federation in 1982



J.S. — Junior Secondary School
S.S. — Senior Secondary School
(T) — Technical bias
(V) — Vocational bias
(C) — Commercial bias
* SS(V) and SKILL CENTRES could be integrated

1. Education mainly as Social Service
2. Education mainly for Manpower and Economic Development

NOTE: Figures in the boxes indicate the duration of education for the particular level.

In 1977/78 there were 9,845,838 children in primary schools, in 1978/79 11,457,772, and in 1980 there were about 15 million children in primary schools.

Because of the high cost, both capital and recurrent, the federal government assumed all responsibility for the entire UPE scheme which has a per capita cost of ₦ 75.00. In its budget for 1980/81 the federal government invested a total amount of ₦ 1.125 million in primary education alone. Between 1974 and 1977 the government spent over ₦ 1 billion on UPE.

3.3 Secondary Education

As a corollary to the primary school reform, the federal government also took over all private and voluntary organisation schools in 1976 in order to standardi e the content and quality of education throughout the federation; this was also in order to be able to provide adequate school accommodation for UPE pupils during their transition from primary to secondary school, where there was also enormous expansion.

3.4 Higher Education

At Independence Nigeria had only one university. But three years later there were three, and today (1982) there are 13 universities and several post-secondary colleges of technology, polytechnics, etc.

3.5 Adult and Nonformal Education

Lifelong education having been adopted as the guiding principle of the system, the aim of the Nigerian educational planners is to provide education as an integrated process. Quite naturally then, one of the means of attaining this should be to provide opportunities for continuing learning for those adults who want education but who, for various personal and social reasons, have not been able to receive it within the formal system and therefore wish to continue their learning in a non-formal manner out-of-school. Not only is this arrangement useful for the learners themselves, it is also the quickest means by which the necessary middle-level and even high-level manpower can be provided for an expanding national economy. In fact many

of those who occupy managerial and administrative positions in Nigeria today have, at one time or another, learned through nonformal means, notably by correspondence.

Correspondence courses have always been a final possibility for many Nigerians to further their education, and the government had made use of them for training many of its personnel in the army and other institutions. Yet the government has not accorded them the recognition they deserve, as the Minister of State of the Federal Ministry of Education admitted in June 1980 at the opening of the National Conference of Heads of Adult Education Departments in Government and Universities: "For many years now adult educators have been advocating a much greater emphasis on, and a much greater input of resources into adult education programmes in order to combat mass illiteracy."

The government has been criticized for its lack of attention to adult, nonformal education and for its lack of control, and, hence, lack of recognition of adult education or of education received through nonformal means. Particularly, the government has been criticized for putting too few financial resources into this educational sector.

In the Four-Year Development Plan of 1970 to 1974, for example, out of a total of ca. 140 million pounds sterling allocated to the education sector, only 0.5% of this was allocated to adult education, including the training of adult education personnel. Table 6 below shows (in Naira) the proportion of financial allocation to adult education in relation to other sectors from 1970 to 1980. It will be seen that the share of adult education in the current plan period is even lower than in the previous one.

Table 6

Expenditure on Education in Nigeria and Percentage Share of Adult Education from 1970 to 1980

(in millions of naira)*

Plan Periods	All Levels	Primary	Secondary	Higher	Adult
1970 - 1974	277,800	67,876	56,000	106,618	1,460 (0.5%)
1975 - 1980	2,446,322	301,083	1.055,372	440,551	6,958 (0.3%)

* ₦ 1 = US $ 1.62 (approx.) (₦ 1 = 100 Kobo)

In the New National Policy on Education, adult or nonformal education is regarded not only as a means of combatting illiteracy but also as a bridge between mainstream education (in the formal sense) and work (employment). The tasks set for adult or nonformal education in the national policy on education are:

- to provide functional literacy for adults who have never had the advantage of any formal education;
- to provide functional and remedial education for those young people who prematurely dropped out of the formal school system;
- to provide in-service and on-the-job vocational and professional training for different categories of workers and professionals;
- to provide further education for different categories of the formal education system in order to improve basic knowledge and skills;
- to give the adult citizens of the country aesthetic, cultural and civic education.

3.6 The Nigerian National Council for Adult Education (NNCAE)

Thanks to the relentless efforts and continuous activities of the NNCAE members, the attitude of the Nigerian government towards adult education has now changed. The council was launched in March 1971 "to strengthen adult education in the country in all its aspects, by stimulating training programmes and producing adequate literature, by conducting adult education conferences, seminars and workshops, and by publishing adult education journals aimed at disseminating information buttressed by research" (Anyanwu, 1980). Since then, professionalism has developed among educators, and through their regular seminars, symposia, experimentation, research and evaluation, awareness has gradually developed among the policy-makers and the general public concerning the uses and the advantages of adult education and the role it plays in national development.

The specific objectives of the council include:

- the promotion of cooperation between adult education, community development and other agencies, and the coordination of their programmes;

- the promotion and organisation of educational tours, national and international residential seminars, workshops and conferences, and of community development projects;

- the publication of a newsletter, a journal and other publications.

Today, adult education has become an essential part of the Nigerian education system. There is no state in Nigeria today that does not have a department of adult education, although adult education is carried out under various auspices. In some states it may be under the Ministry of Agriculture or Information, in another state it may come under the Ministry of Economic Development, or of Labour, in still another it may be the responsibility of the Ministry of Health, or of Community Development, or of Education. The trend today is to transfer all responsibilities for adult education, whether at the federal or state level, to the Ministries of Education.

In the universities, adult education is either under the Adult Education Departments of the Institute of Education, or else it comes under the Departments of Extramural Studies, Extension or Correspondence Services. Voluntary agencies such as church missions, youth organisations, professional and private associations, and community organisations are also active in the provision of adult education. As to the training of teachers and other personnel, the university departments of adult education prepare students for certificate, diploma and degree courses (at all levels). Adult education is now a well-established constituent of Nigeria's educational system.

3.7 Some Problems

There are several general problems encountered in the provision of education in Nigeria, and in the provision of adult education in particular. Some of these are economic (funds, personnel and infrastructure), and some are political. The various state governments seem to be pursuing different approaches to education. For example, some are experimenting with free education at all levels while others are not. Education has become a central political issue in the country.

Other disturbing factors are cultural: In some parts of the country, many people still hold to the idea that schools are not for women, and particularly education in state schools is confronted with religious reservations. Hence, some families in some of the states have devised subtle means of discouraging their children and young adults from attending classes. One such device is a song which runs:

Yan Makarantar Bokoto
ga karutu ba salla
sai yawan zagin mallam

Literally, this means that students read a lot, but they don't know how to pray, all they know is how to abuse their teachers. In such situations the government has had to take a low profile and educate the whole community (by means of radio, posters, etc.) to see the advantages of education in general and of adult education in particular.

3.8 Research

Educational research is still only nascent in Nigeria. However, social planners are becoming increasingly aware that no rational planning is possible without the information provided by research. Data on various aspects of Nigerian society, and especially on education, are not always available, and those data that are available are rather unreliable. This situation not only complicates educational planning, it also makes implementing decisions difficult.

It is generally accepted that great expenses were incurred in the UPE scheme and that the projected enrolment figure of school age children was at variance with the actual enrolment in some states. Even when money is not involved, a discrepancy of this kind will always complicate things. As far as educational planning is concerned, it is hoped that both with the establishment of the Nigerian Educational Research Council and with the activities of the Nigerian university departments and institutes there will be improvements in the forseeable future.

3.9 Literacy Situation

Obviously a country with a large illiterate population cannot hope in the long run to avoid economic and social stagnation, whatever its current prosperity may be; the contribution which illiterates can make to the economy is minimal compared to what they might contribute if they were literate.

The world of an illiterate is a limited world. It is limited because he or she will be unable to avail him or herself of the advantages of modern science. Furthermore, as Land (1963/1964), writing on Iran said, the "almost systematic non-utilization of written evidence (for whatever reasons) demands and enables quite a different behaviour and social intercourse than if such means are widely applied. We do not exaggerate when we surmise that non-literate society corresponds to a certain type of personality". Also, an educated people is said to be a healthy people, an educated nation a strong and prosperous nation. That being the case, the large number of adult and youth illiterates in Nigeria cannot but cause some concern.

According to available data, only 30% of the Nigerian population are literate, which means that 70%, i.e., some 60

million persons, are illiterate. Unesco's data shows that the number of illiterates over 15 years of age is 25 million. This means that, of Nigeria's 32 million labour force, the majority are illiterates.

Less than 20% of the population is believed to be functionally literate and employable in both the public and private sectors. The rest are peasant farmers living at subsistence level. The literacy rate among urban dwellers is 20%, while in the rural areas it is 5%. "Among the so-called literates, more than 50% are primary school leavers, many of whom revert to half, if not total illiteracy and are therefore unemployable" (Oyedeji, 1979).

Literacy education in Nigeria began in the middle of the nineteenth century with the activities of the Christian missionaries. The reason why illiteracy nevertheless has still not been eradicated is that there has never been a coordinated national effort. Concentration has been on the education of school-age children (or formal education).

The colonial government showed no interest in adult literacy education until the publication in 1943 of *Mass Education in African Society*, a report of a subcommittee of the Advisory Committee on Education in the British Colonies. The nationwide interest and enthusiasm shown in adult literacy education in the early fifties faded away around 1955. Since then attention has increasingly been put on formal education, and especially on higher education, in order to provide personnel for the Nigerian economy and for public administration.

Basically, illiterates in Nigeria come from three groups:

- people who for cultural, social and economic reasons have not attended any formal school;
- people who dropped out of formal education before they completed primary six certificate level. Those who have completed primary six are supposed to have gained enough knowledge to make them permanently literate;
- people who, though they might have reached primary six, did not pass the school-leaving certificate to enable them to continue their education at the secondary school level, and who are usually unemploy-

able in the modern sector of the national economy. Thus, those who, from lack of incentive and a motivating environment, have relapsed into illiteracy.

Another situation is that of a person literate in Arabic, which is not a language commonly used in the country either for commerce of for administration. Arabic is used for religious purposes among the Muslims. It is not yet settled whether to regard them as literate or just as functionally or structurally illiterate. They will normally be considered as literate if the criterion applied by Unesco in 1962 is used as a yardstick to measure literacy but illiterate if the criterion of social and economic function within the country is used. If those who are literate in Arabic are counted among the literates, then the number of illiterates in Nigeria cannot be as high as was given. It seems, however, whether by convention or inadvertently, that only those who are literate in Roman letters and Arabic numerals are considered to be literate in the context of Nigerian society.

Again there is the problem of a universally acceptable classification of literacy stages. Professor Bhola (1980) has attempted this in some of his earlier works. The simple classification of literacy stages used in Nigeria does not fit neatly into that scheme. Nigerians tend to visualize literacy stages thus:

Fully illiterate	Semi-literate	Basically literate	Post-literate (permanently literate)	Continuing Education G.C.E. O/A-Levels

The significance of this classification is that the basic literacy stage is separated from the literacy stage, and the post-literacy stage from continuing education. In some countries, post-literacy and continuing education may be construed as one stage, while the semi-literacy and basic literacy stages may be considered as the same stage, since those who acquire the basic literacy skills of reading, writing and arithmetic are easily susceptible of relapsing into illiteracy if a favourable literate environment is not provided. However, literacy stages as construed in Nigeria will be used in this paper.

4. ADULT LITERACY AND POST-LITERACY ACTIVITIES IN NIGERIA

Since Independence there has been no centrally planned literacy campaign in Nigeria. However, there are several functional literacy schemes throughout the country. These are often called pilot or experimental schemes. Adult literacy and post-literacy activities are considered as two sides of the same coin. They are viewed as a continuum, which means that there is usually no clear separation between the two stages except that the curriculum for the literacy stage is modified for post-literacy classes. In some cases the primary school texts and curriculum are also used at the post-literacy stage. The pragmatic or goal-oriented nature of the schemes make them limited in scope.

The federal system of government and the heterogeneous nature of the country prevent absolute uniformity in literacy activities. Furthermore, because of the different types of illiterate populations in each state, the intensity of literacy and post-literacy education varies from one state to another. There is, however, similarity in the mode of implementation of whatever activity there is, no matter in which state it is carried out. This can be explained by the fact that all of the literacy and post-literacy schemes are based on Unesco's concept of work-oriented or functional literacy initiated in Teheran, Iran, in 1965.

Unesco sponsored a project conjointly with the federal government on the basis of functional literacy pilot projects from 1967 to 1969. It was that pilot project which created the current impetus and which stimulated the interest now felt in the country for literacy education.

4.1 Objectives

The principle that guides all educational schemes in Nigeria is pragmatic in the sense that all are goal-oriented and practical. This utilitarian outlook permeates adult education (including literacy education); it also determines the objectives of post-literacy education. According to evaluation reports of literacy activities throughout the country, the primary motivating factor for adults to learn and to continue their learning is the urge to receive a marketable certificate, which will enable them to be employed in one form or another in the modern sector of the national economy.

Nigeria is one of the countries which is most in the grip of the certificate fever. This applies equally to adult non-formal and formal education. This may be unfortunate in a sense but, in the absence of a generally accepted ideal which could act as a focal point for education, this excessively materialistic view of education seems to be inevitable. To be sure, the idea of an educated person in Nigeria is one who possesses certificates and diplomas. Until this view is changed, certificates will continue to provide the main motivation for attending schools.

4.2 Controlling Agencies and Their Activities

Three agencies are active in adult literacy education in Nigeria:

- The government (at the federal, state and local levels)
- Voluntary agencies, such as religious missions, youth organizations, community associations, women's groups, and special interest groups
- The universities

a. Governments

The involvement of the federal government in literacy and post-literacy education has so far been limited to providing policy guidelines and finance through subsidies to the state governments for implementing some functional literacy pilot projects. When Unesco initiated the world-wide Functional Literacy Campaign in 1965, Nigeria was fully represented, and, as part of this world-wide campaign against illiteracy and ignorance, a number of functional literacy schemes were initiated by the federal government with the support of Unesco. The now defunct Institute of African Adult Education, managed by a Unesco resident consultant, was based at the University of Ibadan, Nigeria.

In September 1967 an experimental functional literacy project was started among the tobacco farmers in the north of Oyo town in the old Western State. Several other small projects were also started before the closure of the Institute. However, the

work of the Institute contributed immensely to the further appreciation and development of adult functional literacy and post-literacy education in Nigeria. Today, virtually all the state governments have a department within their ministries for adult literacy education.

Recognising that piecemeal, uncoordinated efforts for adult education in the country cannot eradicate illiteracy, and as a part of the federal government's commitment to make Nigerian society literate in the shortest time possible, it is planned to launch a mass literacy campaign throughout Nigeria beginning in July 1982. (The earlier date set was January, but this had to be changed for various reasons). The period of ten years has been set for the conclusion of the campaign, when it is hoped that illiteracy will have been eradicated from Nigeria.

There are many functional adult literacy and post-literacy programmes going on in all the states, although, depending on the need felt in each state, the programmes vary in both form and intensity. In some Northern States, for instance, where school enrolment is lower and where most illiterates are concentrated, literacy programmes have already long formed a part of the educational system. Below is a survey of literacy and post-literacy activities in selected states.

Anambra State

This state comprises 23 local government areas. It is one of the Eastern States which were most affected by the Nigerian civil war of 1967-70; as a consequence, literacy and post-literacy education - like other sectors of education - were adversely affected. Broadly speaking, adult education is offered by literacy centres, vocational training centres and functional literacy projects. In 1978, the government had a total of 193 centres in 15 local government areas, with a total of 14,395 participants. In all, 545 classes were held under 538 instructors.

Bauchi State

Bauchi State is one of the new states created out of the old North-Eastern State, but in the area now known as Bauchi State, adult literacy education began some 34 years ago. Today the state has two main objectives for its adult literacy education: to provide working adults with functional adult education and to make adult education a lifelong process.

Out of the 16 local government areas in the state, experimental functional literacy pilot projects have been established for cotton growers in 8 of these. These functional literacy programmes and others have been organized around specific trades and vocations. Classes have been organized under the following broad divisions:

- vocational improvement classes;
- sewing and knitting classes for women;
- post-literacy English classes;
- extramural classes;
- Adult Education Training Institute (for instructors)

The results of these programmes are reportedly impressive.

Bendel State

This state was created out of the old Western Region in 1963. It is one of the Southern States with the highest enrolment rate at all educational levels. The capital, Benin City, is well known for its cultural richness, and was prominent even during colonial times. Today, Bendel State has one of the most successful and best organized continuing education programmes in the country. There are 19 Local Government Areas (LGA) in the state, and all but four of them have functional literacy and post-literacy programmes for adults.

As a joint venture between the federal government and the Bendel state government a functional literacy project was launched in the state in 1978 among the rice and maize farmers. In 1978 there were eleven functional literacy centres in one of the local government areas, and five in another.

Apart from this experimental project, there are other literacy programmes operating with traditional literacy methods, in which the illiterate adults are taught the 3 Rs. Seventy such centres were reported in 1978, and at that time over 1,500 adults had been trained. Like other states in the country, post-literacy training is a necessary component in these programmes.

Benue State

This state was carved out of the old Benue-Plateau and Kwara states. In a part of the latter, adult literacy and post-literacy training classes had been organised. In fact, post-literacy education had been in operation since 1958. Thus, the state inherited from its parent states:

- adult literacy classes;
- adult post-literacy classes
- General Certificate of Education (G.C.E.) classes;
- one vocational improvement centre;
- classes for women.

In spite of all these classes, more than 70% of the inhabitants remained illiterate. This situation made the government redouble its efforts. Programmes were organised in all local government areas. In the year 1978/79, there were 1,320 literacy classes, with a total enrolment of 27,093 at the basic literacy level, with roughly the same number of male and female participants. Provision was also made for the graduates of literacy classes to continue at post-literacy level. On 23 June 1979, a total of 330 post-literacy students were examined throughout the state; 208 passed and were awarded post-literacy certificates. The progress report supplied on the outcome of these classes is shown in Table 7.

Table 7

Progress of Literacy Classes, 1976 - 1979 (Benue State)

Year	No. Enrolled	Certificates Awarded
1976/77	14.919	9.836
1977/78	26.115	12.531
1978/79	26.131	12.065
Total	67.165	24.432

For post-literacy classes, which last four years, the figures given in Table 8 show the number of successful candidates between 1977 and 1980.

Table 8

Successful Candidates in Post-Literacy Classes (Benue State)

Year	Certificates Awarded
1977/78	292
1978/79	208
1979/80	424
Total 1977-80	924

Rivers State

Although this state ranks high among Nigerian states in regard to the enrolment rate among its school-age children in formal schools, it is also active in providing literacy and post-literacy education for its adult population, especially for farmers and for those who, for whatever reason, have dropped out before reaching the level of permanent literacy. Adult literacy classes are provided for both men and women.

In 1972 the state government had 148 adult literacy centres in various local communities. In contrast to other states, the duration of literacy classes in Rivers State is 4 years. Lessons are given five days a week following the school calendar. The programme leads to a literacy certificate. After the completion of basic literacy classes, there are two-year post-literacy follow-up courses leading to the examination for the First or Primary School Leaving Certificate. Each participant pays 12 shillings (₦ 1.20 kobo) a year for classes 1-3, and 24 shillings (₦ 2.40 kobo) for classes 4.6. Fees were payable in installments of 4 and 8 shillings (or 40 and 80 kobo) per term. The fees thus collected were paid into the government treasury. As a rule the minimum qualification of the teaching staff is standard 6. They are paid between £ 3 and £ 4 (or ₦ 6 and ₦ 8) per month.

There are vocational improvement centres for semi-literate and literate men and women drawn from various trades. They were opened in March 1972 with the financial aid of the Ford Foundation of the United States of America. Eight trades were selected. For men these were: motor repairs and maintenance, masonry and building, carpentry and furniture-making, and electrical installation. For women the trades were: dressmaking, cookery and house-keeping, type-writing and shorthand. The language of instruction was English. The operational cost for the entire programme was borne by the Ford Foundation, which supplied the materials, tools and equipment, and which also paid the workers. The courses were of ten months duration. There were in 1978 in all 18 classes. This is one example of a continuing education programme in the country.

Kaduna State

Kaduna State is one of the states with the lowest school enrolment, and hence the largest number of adult illiterates (see Table 3). It started its experimental, work-oriented literacy scheme for tomato growers in 1978 with the assistance of the Department of Adult Education at the University of Ibadan and the Department of Adult Education and Extension Services at Ahmadu Bello University in Zaria. The state's Ministry of Agriculture and Natural Resources and the Ministry of Education were responsible for financial support.

The courses for basic literacy last six months, with two lessons a week. At the end of the course, participants receive the Functional Literacy Certificate; this qualifies them to follow the post-literacy programme, which lasts three or four years. At the end of the final year, the learners are expected to sit for the primary six school leaving certificate.

Apart from this pilot scheme, many other kinds of literacy and post-literacy programmes are conducted in all of the local government areas in the state. In some cases the programmes are organized in the homes of the participants.

In Kaduna State, post-literacy education is also known as "workers' education". There are two post-literacy classes in each of the local government areas, and in the state capital there are fifteen classes.

A special post-literacy programme has been designed for women. This consists of what are termed "complete housewives' home management" courses. These cover knitting, embroidery, weaving, simple hygiene, modern home economics and cookery.

Continuing education courses for men consist of courses in motor mechanics, mechanical engineering, plumbing, welding, electricity, building, refrigeration, radio and television.

For literacy and post-literacy classes primers have been prepared in the Hausa language. They have been designed both for learners and instructors and are often delivered in packages.

Instructors for literacy programmes are drawn from among primary school teachers. For post-literacy education the qualification demanded is a Grade II teaching certificate. The teachers work part-time and are normally paid ₦ 2 for each hour of instruction. For basic literacy classes the instructors receive ₦ 25 per class per month. And for continuing education the teachers, who work part-time, are usually recruited from technical schools.

Kano State

Kano State has a long history of adult literacy education. Adult education is said to have begun in the state in the 1930's.

Since 1972, the state government has doubled its efforts in the field of adult functional literacy education. The unique feature of the Kano Adult Education programme is its flexibility. Adult participants are allowed to choose their own time to attend classes. Two projects carried out from 1972 will serve as examples of what is going on in the state.

In one, which began in July 1972, classes were held twice a week, beginning at 4.30 pm and ending at 6.00 pm. Books were provided to the participants free of charge. There were twenty-two classes, attended not only by those who actually enrolled officially but by many other interested people as well. At the end of the project, 450 out of those who had enrolled passed a basic literacy certificate examination and were awarded the functional literacy certificate.

The second example is a project organized for the resettled farmers at Kavelawa River Project. The course was titled "Moman Rani" ("Dry Season Farming"). Primers were prepared for the participants and their instructors. Following this, a post-literacy programme was organized as a component and continuation of Basic Literacy Education. The curriculum for the latter covered commerce and simple business for self-employed traders and middle-level businessmen.

The post-literacy stage for women included courses in sewing, knitting, cookery and childcare. Primers were prepared for each of these courses and distributed free of charge to the participants.

Continuing education level courses have been organized in the technical schools which usually last for nine months. The courses cover such subjects as plumbing, carpentry, masonry and electrical installation.

Since participants are drawn from those already engaged in these vocations, at the end of their courses they are awarded not only certificates but also tools free of charge. They can use their certificates, if they wish, to secure employment in government or in private firms, or to gain admission to government trade schools.

Kwara State

Kwara State is comprised of twelve local government areas. Each of these has its own local schools management board, which is responsible for Adult Literacy Education in its area of jurisdiction. As a part of the old Northern Region, the arrangement for adult education in the state is the same as in other areas in the region. The aim of the traditional literacy training in the state is to teach the adult the rudiments of reading, writing and arithmetic (3 Rs). Literacy classes usually last for 9 months or one academic year. At the end the adult learner is expected to take a test and, if successful, he is awarded the Basic Literacy Certificate.

The functional literacy concept was adopted in 1974 with the primary objective of making the farmers and traders more efficient in their work by becoming literate in both their native language and in English. However, the traditional form of

adult education continues in all Local Government Areas as before.

The progress report of both traditional and functional literacy programmes indicated that in the year 1975/76 a total number of 721 classes were held under the traditional literacy programme, with a total participation of 12,149 persons. Under the functional literacy programme only seven classes were held, with a total of 184 participants (FME, 1977).

Post-literacy education in this state aims at providing adult learners with education equivalent to the primary six school-certificate level. Experimental classes were established in 1974. There were 76 classes with a total enrolment of 960 participants. At the completion of these classes in 1977, 541 participants passed their examinations; they were awarded primary six certificates. At the beginning of the school year in 1977, 1,900 students enrolled for the four-year course leading to the Primary School Certificate. There are 200 post-literacy classes in the state at present.

Although adult literacy education is still functioning in the state on traditional lines, the trend is to fuse traditional adult education, which gives instruction in the 3 Rs, with functional post-literacy education; these are then delivered as a package in two stages. The first year is for the basic literacy certificate, while the remaining years for the primary six equivalent certificates.

During the first year in a post-literacy class, the student is expected to study his mother tongue as one of his subjects; This is, however, discontinued in the second year, when English is taught until the end of the course. The compulsory subjects (from the second year onwards) are: English, commercial arithmetic, general knowledge, and home craft (for women). English is the language of instruction in all subjects and is supplemented with the vernacular only when it is necessary for the explanation of specific points.

The duration of each lesson is 45 minutes. Two periods per week are allocated for each subject. The entire course, leading to the post-literacy (primary six) certificate, lasts four years. At the close of the first year there is a test on basic literacy, marking the end of the vernacular and home craft courses. The successful candidates are awarded literacy certifi-

cates, and may continue to the end of the four years for the post-literacy certificate.

The teachers are usually recruited from holders of Grade II certificates. They work part-time and are paid on the basis of the subjects taught, at the rate of ₦ 1 per period of 45 minutes. There are 40 teaching periods in a class. The classes are divided into periods as follows:

- English 20 periods per month
- Social Studies 20 periods per month
- Arithmetic 12 periods per month
- Vernacular 12 periods per month (first year only)
- Home Craft 8 periods per month (first year only)

Three teachers are thus required to teach the five subjects.

A large number of graduates from post-literacy classes either rejoined the GCE evening classes or gained admission to teacher training colleges and secondary schools. Many of them have obtained employment in the ministries and local government councils on the basis of their certificates.

Vocational improvement courses are designed for those who wish to pursue technical training in one of the following areas. The subjects offered for men are in motor mechanics, electrical installation, joinery and welding, and carpentry. Those offered for women are in typing, book-keeping, and office procedure.

Except in the case of the courses for women, no student is allowed to take two courses. The students are expected to take the Government Trade Test in their vocation at the Grade III level. There are three grades in this series, Grade I being the highest.

For the functional literacy and post-literacy classes no fees are charged, and the facilities are provided by the state government by means of subsidies to the local governments. For the vocational improvement courses each student pays ₦ 10 for a course per annum.

The lecturers for the latter are recruited from the State Ministry of Works on a part-time basis as too are teachers of technical schools, if available. The lecturers are paid ₦ 2.00

per lecture of 2 hours duration. The state government is responsible for the purchase of all practical materials, and the fees collected are paid into the government revenue.

Lagos State

Responsibility for the literacy and post-literacy education of adults lies with the Department of Education of the Local Government Councils. There were eleven literacy centres in each of the local council areas in 1978.

The participants are drawn from among complete illiterates and primary school drop-outs and those who failed their primary school leaving certificate examination.

The classes for basic literacy, which last for three months, are followed by another three months of advanced literacy instruction; other components are added to the lessons at this stage. At the end of the six months the participants are examined, and the neo-literates are awarded a primary school leaving certificate if they are successful in the examinations. Reading materials and syllabus are similar to those used in the Lagos primary schools.

Twenty-one school bus drivers and eleven road safety wardens attended literacy courses in 1978. The latter are people appointed to carry instruction boards at varios junctions and spots.

For the school bus drivers the main components of their courses are:

- literacy;
- the highway code and road signs;
- courtesy on the road;
- names of vehicle parts;
- how a vehicle works;
- simple repairs for the driver;
- safety of passengers;
- traffic offences and fines.

For the road safety wardens the subjects are:

- literacy;
- highway code and road signs;
- courtesy on the road;
- correct time to cross children over the road;
- importance of zebra crossings;
- traffic offences;
- first aid.

The instructors for the demonstration lesson were drawn from various occupations such as:

- doctors;
- senior police officers;
- traffic officers;
- local government mechanical engineers;
- instructors of motoring schools.

This project for school bus drivers and road safety wardens is self-supporting. The courses are financed by the fees paid by the participants, and the instructors are paid from the fees thus collected.

Oyo State

Oyo State has a long history of education, both formal and nonformal. As one of the states which constituted the old Western State, UPE was introduced in 1955. This increased the number of literates among school-age children. There was also an adult education campaign in the early 1950's.

In 1971, work-oriented Functional Literacy Education was initiated by the state government with the cooperation of the Department of Adult Education and the Unesco Expert on Literacy, both at the University of Ibadan. Three groups of learners participated in the programme, i.e., cooperative society workers, cement factory workers and city council drivers. In the case of the drivers, 37 participants completed their literacy training between February and July 1971. All of them were successful and proceeded to the post-literacy level.

Niger State

While Niger State was still a part of the old North-Western State, a Functional Literacy Pilot Scheme on rice was established in August 1974, attached to the National Grain and Rice Re-

search Centre in Chanchaga Village. This scheme was discontinued during the political reforms of 1976. In 1980/81, 150 new functional literacy classes were established in Niger State with a total of 2,916 participants.

State-run traditional literacy classes are also operative in all the nine local government areas. The number of illiterate adults within the state is estimated at around 286,360. According to current information, there are about 1,092 adult literacy classes in 83 schemes. The participants number about 20,775, of whom 16,402 are male and 4,373 female.

Other States

Other state governments are also active, both in adult literacy and post-literacy activities. It is regrettable, however, that there is no information about most of them and that there is a dearth of statistical information on most programmes. The situation will hopefully improve in the years to come with the considerable involvement of university adult education departments and the existence of the Nigerian National Council for Adult Education (NNCAE). The launching and monitoring of the nationwide literacy campaign will shed more light on the situation of adult education in general and on post-literacy activities in particular.

Provision is also made for follow-up programmes for the new literates. There are in addition continuing in-service education programmes for teachers, called Teacher In-Service Education Programmes (TISEP). These are designed to help improve and upgrade the professional qualifications of primary school teachers. There are 550 participants in the TISEP programmes at present.

There are evening classes for the ordinary level General Certificate of Education (G.C.E. O-Level) from London University. According to a 1982 report, there are over 900 participants in at least three of the local government areas.

b. Voluntary agencies

Included under voluntary agencies are such organizations as:

- religious missions, e.g., Sudan Interior Mission, Nigerian Baptist Convention;

- youth clubs;

- community organizations;

- international organizations, e.g., Young Women's Christian Association (YWCA), Young Men's Christian Association (YMCA), Unesco;

- other non-governmental, non-profit organizations.

These organizations have been active in the field of education since the inception of formal schools in Nigeria.

It is on record that the Christian missions established the first schools both for youth and adults in Nigeria. Some of these religious bodies are so well established in the field of adult education that they operate their own presses for the production of follow-up material for new literates. Some of them work closely with the governments in this endeavour while others remain independent to this day; their activities in the field of literacy and post-literacy education for adults are commendable.

c. Universities and other institutions

All thirteen universities in Nigeria have adult education and extra-mural studies in their education departments. The universities, however, concentrate training mostly on adult education personnel (teachers, organisers, etc.). Some of the universities also have correspondence courses, usually designed for post-secondary continuing education. One university, the University of Lagos, has an impressive correspondence division, and Ahmadu Bello University in Zaria has a similar continuing education network, supplemented by radio and television courses. An open university is now in the offing, similar to the Open University of the United Kingdom. It has just been approved by the Federal Ministry of Education and will go into full operation possibly in 1982.

d. Other agencies

The service of correspondence colleges in the post-primary continuing education of neo-literates should not be underrated. For many decades, Nigerians have made use of their services for professional training in commerce, business, law and public ad-

ministration. The correspondence schools are usually based in the United Kingdom.

Many indigenous correspondence schools have sprung up over the last ten years, offering the G.C.E. O-Level and other courses ranging from marketing to accountancy. Between 1968 and 1978, the number of indigenous correspondence colleges grew to over two hundred. In 1978 the total enrolment of one of them was over 20,000 students. No correspondence school was accredited until recently, when the attention of the government was drawn to their invaluable services.

Decree No. 11 of the Educational Correspondence Registration Act of 1977, empowers the Federal Commissioner of Education to make regulations for the registration and operation of correspondence education. Today there are about sixteen approved correspondence colleges.

A seminar was held from 21 July to 1 August 1981 at the University of Lagos to consider the role and mode of government control of correspondence courses in order to improve their services. The seminar was sponsored by the Federal Ministry of Education.

Another source of post-literacy and continuing education is constituted by the thousands of small commercial institutes spread all over the country. Although these institutions are usually called "illegal", their services are of great value in providing clerical staff for trades and industries. Some of them may even be found in the most remote villages of Nigeria.

5. ANALYSIS OF STRATEGIES FOR POST-LITERACY AND THE CONTINUING EDUCATION OF NEO-LITERATES

Post-literacy strategy is the ensemble or set of all techniques and administrative and institutional measures designed to enable neo-literates to consolidate the knowledge they have gained in literacy classes and thus safeguard them from regressing into illiteracy. The techniques used in Nigeria for post-literacy education are varied. The principal ones are:

- nonformal or out-of-school courses;
- textual materials for adults delivered as a package;
- supplementary reading materials;
- newspapers and magazines;
- village or community reading rooms or libraries;
- correspondence courses.

5.1 Out-of-School Programmes Parallel to the School System and Other Nonformal Courses and Occasional Programmes

Context

The policy objectives of the Nigerian Government regarding post-literacy education as stated in the *National Policy on Education* are divided into two phases:

- functional follow-up programmes to literacy;
- accredited education equivalent to primary education.

These two phases are followed by what is called post-primary education. This, too, consists of two types:

- vocational and technical education for adults;
- accredited education equivalent to the secondary school.

The latter constitutes what is understood in Nigeria as continuing education.

Learners

Usually the participants in post-literacy classes are formal-school drop-outs who have successfully completed their basic literacy examinations. In many states they must at least be 15 years of age.

For the continuing education phases, the participants are usually on the job, such as road-side mechanics and untrained and semi-trained teachers. The latter are those who have not received the Grade II teaching certificates, as well as those who have reached the primary school level (either through formal schooling or by passing the primary school equivalent examinations) and who have been given the first school leaving certificate.

Geographical Coverage

Attempts are made by all state governments to make sure that such post-literacy institutions are established in all local government areas in order to ensure maximun geographical coverage within their respective states.

Curriculum

Since all post-literacy education offered to adults is supposed to be functional, i.e., related to the vocational needs of the participants, the curricula of such courses are designed accordingly. At the continuing education phase, which is usually designed for specific groups, such as the Lagos schoolbus drivers or tobacco growers, their curricula are job- or vocation-specific. An example of such is the course offered in the YWCA vocational centres for young girls in Anambra State, the main components of which are cookery and catering, needlework and dressmaking, and secretarial studies.

Examinations, Certificates Equivalence

At the post-literacy level, the participants are expected to take primary-school leaving-certificate level examinations, or in the case of vocation-oriented courses, the government Grade III competency test. Students who attend extra-mural continuing education courses are expected, on completion of their courses, to sit for the O-level General Certificate of Education examinations of London University.

Links with the Formal System (bridges)

Because post-literacy and continuing education is examination-oriented, there is a link with the formal education system. The graduates of post-literacy classes can, if they wish, go to formal post-primary schools; those who attend vocation-oriented programmes can take the City and Guilds of London Institute Examination or enter technical colleges. Continuing education students can, after successful completion of their courses, enter any post-secondary school institutions. Quite often those who attend secretarial courses sit for the Royal Society of Arts examinations at the appropriate stage. Figure 4 shows the possibility for post-literacy students to join the mainstream education system.

Course Duration

Generally, post-literacy courses last between three and six years, depending on the stage at which the student enters - and his or her level of comprehension and assimilation. On average, courses for post-literacy classes last four years.

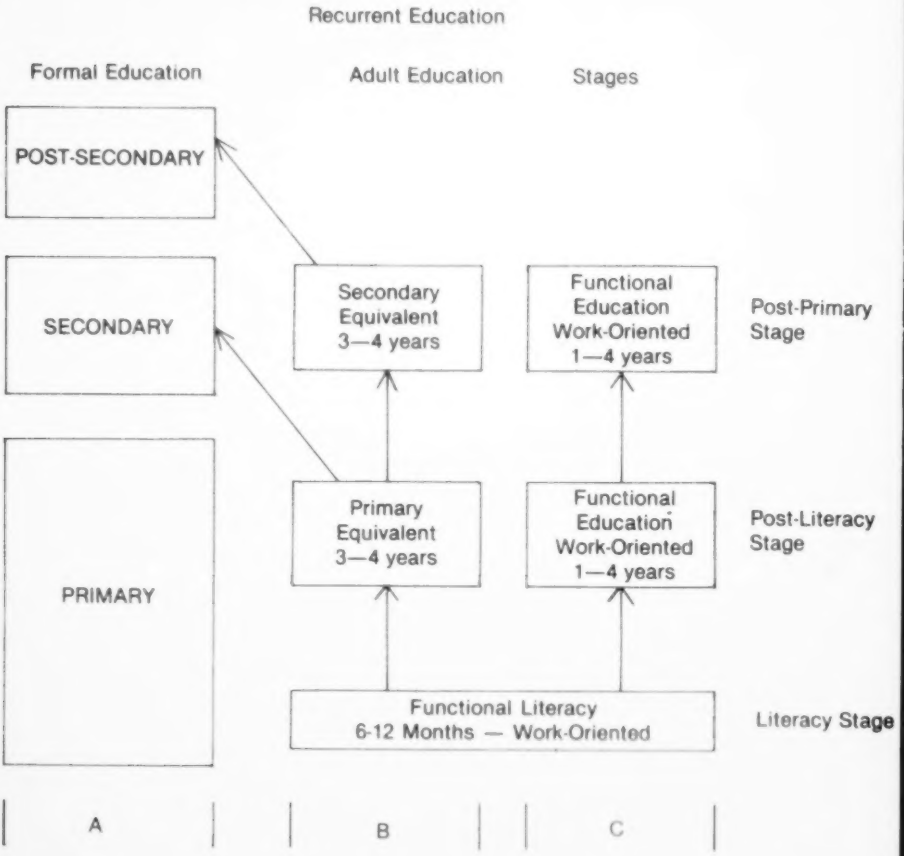
Costs, Financial Resources and Fees

Financial questions depend on government involvement in the programmes, and the need felt by the given state; for example, courses in the South must be paid for, while in the North they are offered free of charge and considerable incentives are given to the students. All students who attend the courses offered by commercial agencies pay for their courses. The cost depends on the agency and type of course. In the Ondo State Continuing Education Centre, for example, students for G.C.E. O-Level pay ₦ 12.50 per commercial or liberal arts subject (history, etc.) and ₦ 15.00 per science subject. For typewriting courses the cost is ₦ 37.50 (1979).

Payment and Working Hours

Some of the modes of payment for teachers have been mentioned above in this report. At the Ondo State Continuing Education Centre, teachers receive ₦ 6.00 per hour. Throughout the country the teachers work on a part-time basis.

Figure 4: Relationship between adult education and the formal school system



A. "Secondary" includes Trade Schools, "Teachers" Colleges and other "Post-Primary" Institutions. "Post-Secondary" includes Universities and Colleges of Technology.

B. "Post-Literacy" can be undertaken in village. "Post-Primary" is probably best undertaken by Distance Teaching.

C. "Post-Literacy" can be undertaken in village or in appropriate institution. (e.g. Farmers Training Centre, VIC, Women's Training Centre etc.) "Post-Primary" can be undertaken in village, at workplace or appropriate instution.

Any stage can be entered at any age.

Resources

Some of the programmes, such as the Lagos programme, are self-sustaining, while the majority, especially in the North, are financed by the state concerned. Programmes run by voluntary agencies are heavily subsidized.

5.2 Textbooks and Other Textual Materials

The Beginnings

Producing textbooks specifically designed for adult learners both at the basic literacy and post-literacy levels has been a problem for adult educators in Nigeria. In the beginning of adult literacy training, when the main objective was to teach the 3 Rs, the task was easy and consisted in collecting a number of key letters, combining them into single monosyllabic words and then forming them into simple sentences. For example, a Yoruba-speaking adult would be taught something like this:

A B D E E F G GB H I J K L M N O O P R S S T U W Y

These letters were to be learnt by heart, usually by repetition. They were later combined into a single word and then to sentences such as:

A-B-A	B-A-B-A	ABA BABA
(HUT)	(FATHER)	(FATHER'S HUT)

This was much in the same way that the school children were taught. They would repeat the letters several times until they had commited them to memory.

The need to write primers and follow-up readers continued to be felt, especially when it was recognized that adults had prior life experiences and would learn better if their training in literacy was geared towards their life occupations and socio-cultural interests. Even to the extent that this had been recognized earlier, it had not been considered as a priority in the earlier adult educators' agenda. They simply used the textbooks produced for the primary schools.

As the wave of Unesco's world campaign against illiteracy spread, awareness of what had been done in countries such as Iran, Tanzania, Mali, Venezuela, India, etc., made adult educa-

tors in the Department of Adult Education at the University of Ibadan and in the Institute of African Adult Education at the University of Ibadan sponsor, from 2 to 4 December, 1971, the first national course and workshop on writing literacy and post-literacy materials. Various papers were presented and analysed by educators and planners from all parts of the country. The participants at the follow-up workshop were able to produce two lessons for two primers. One of the primers dealt with yam growing, and the other focused on cotton farming.

Post-literacy Primers and Readers

A second workshop on writing literacy and post-literacy materials was organized in 1972 by the University of Ibadan's Department of Adult Education and Institute of African Adult Education. This was meant to constitute a sequence to the previous one. But this time it was a kind of operational seminar, the objectives of which were to:

- review and discuss materials available both in Nigeria and in other countries;

- carry out surveys and visit villages and towns for the collection of data needed for the writing of the primers and readers.

After a review of the available literacy and post-literacy materials, the seminar was then divided into three working groups; each group was to plan one book. The first was for illiterate agricultural farmers (using the Yoruba language); the second for traders/drivers or any other industrial group (using the Hausa language); the third, which was a post-literacy reader, was to be written in English.

The needs of the target groups were identified through interviews and consultations. The first group (those preparing primers for the agricultural farmers) decided to write a primer based on the three objectives of making the farmers literate, teaching them modern farming methods and increasing their productivity. The group decided to use the key-word method in preparing the primer; they then wrote three graded lessons based on the teaching procedure decided on. The second group, that preparing the primer for traders, decided to use a sentence method and wrote two lessons in the Hausa language. The third group, that preparing the post-literacy reader in English, completed two lessons of their book, entitled *Audu in the Market*.

Like the books prepared by the other two groups, the reader was well illustrated, showing for example, Audu discussing with a man, and a market scene in the background. Each lesson contained three sections - a conversation, a word study, and review questions.

Several books have been written since these initial texts, both for functional literacy classes and for the post-literacy stages. There are books on home craft courses and wheat-growing. The latter course contains five books. The books in the series are in the English and Hausa languages.

Apart from this series, there is the English post-literacy book entitled *English for Africans*. This is used as a textbook in post-literacy classes in many parts of the Northern States. Some of the available primers and instructors' manuals have been mentioned above under Kaduna State. In Kano State one of the books used in post-literacy classes for cooperative farmers is entitled *Anfanin Gana Kai* (in Hausa and English) and is distributed free of charge to learners.

There are other textual materials for neo-literates that are worth mentioning in this connection. An impressive collection was prepared between 1967 and 1969 for the tobacco farmers in Oyo State. This series consisted of fourteen books. (This was a Unesco-sponsored pilot project as a part of Unesco's 1967-69 campaign against illiteracy.) Some of the books, notably the first two, were for the basic literacy stage, while the remaining twelve were prepared in Yoruba and English for neo-literates. These books won a Unesco project-award for their effectiveness. An analysis of the content and goals of each book is shown in Table 9.

Except for the books prepared by the participants in the workshop on writing literacy and post-literacy materials referred to above, most of the textual materials were produced either by one person or co-authored by two or more people. The fourteen books prepared for the tobacco farmers in Oyo, for instance, were prepared by Professor S.H.O. Tomori and Mr. Mustag Ahmed; and the Unesco resident expert on adult literacy, Mr. Nasution, who was collaborating on behalf of Unesco in several small projects all over the country, co-authored some of the books. The other authors of post-literacy texts are too numerous to be mentioned here.

Table 9: The Fourteen Textbooks Used in the Composite Course for Tobacco Farmers in Oyo (1967- 1969)

Books	Analysis of Goals
1. Primer for Tobacco Farmers	Formation of the basic skills.
2. The Story of Taiwo	Based on a case study of a tobacco farmer in the area of impact to develop fluency in reading and confidence in the business.
3. Understanding a Book	To further develop the reading skills, and to teach the use of devices in books, like punctuations, underlines, capitals, list of contents, etc.
4. Meaning of Pictures	To understand pictorial representations of objects used in production.
5. How Plants Grow	To teach simple botany, leading to the functions of the parts of a tobacco plant.
6. Arithmetic for Tobacco Growers	Programmed, and work-based, this was intended to teach the fundamental rules of arithmetic.
7. Operations in December 8. Operations in January 9. Operations in February 10. Operations in March 11. Operations in April 12. Operations in May 13. Operations in June 14. FCP Associations	Development of comprehension, critical thinking, decision-making and discimination, through programmed exercises following every lesson. Training in occupational skills necessary for Nursery, Field and Barnsite work. Understanding of accounts.
14. FCP Associations	Understanding the procedures and the functions and the roles of ordinary members and their chairmen.

Source: Anyanwu, C.M., *Adult Education in Nigeria*. Ibadan, 1980.

Supplementary and Follow-up Reading Materials

Since Nigeria's official language is English, neo-literates avail themselves of books published in other English-speaking countries in Africa and elsewhere. However, some readers are available in Nigeria which have been prepared for commercial purposes and which neo-literates can buy and read for themselves. The publisher Onitsha Market Literature, for example, is very prominent in providing local follow-up materials for neo-literates; their booklets range from short stories to "how to" hobby booklets. The Onitsha Series is printed and distributed by the local printers in Onitsha township in Anambra State. The booklets of this series are distributed all over the country by booksellers and other traders.

Another series of booklets, which might be said to constitute supplementary reading material, is produced in the Northern States and entitled *"Abokin Hira"* The booklets are distributed in all the local government areas in the North, usually by landrover. They are popular among both the neo-literates and the general public. The series not only serves the needs of neo-literates in improving literacy skills, it is also used for generally informing the public in those states.

Attention should also be drawn to the books published by religious missions for their members and interested members of the general public. A religious publisher, Day Star Press in Ibadan, Oyo State, has produced a massive collection of booklets and Bible stories of which the neo-literates can avail themselves.

Mention should also be made of the work of the Adult Education Department of the Nigerian Baptist Convention. The centre of the mission is in Zaria, Kaduna State. It is reported to have over 30 different publications for neo-literates in eight of the indigenous languages, as well as in English. The "Story of Jesus" series in particular is used as post-literacy follow-up literature. The series is available in English, Yoruba, Igbo, Hausa, Tiv, Idoma and Batonu. The authors are staff members of the Department of Adult Education of the Convention. The target population for whom the post-literacy books are produced by the Nigerian Baptist Convention consists primarily of graduates from the convention's literacy classes and drop-outs from the formal school system. The stated objectives of these publications are to promote reading skills, religious education and family-life

A word should also be said about the work of the Adult Education Division of the Ministry of Social Development in Kaduna State, which publishes books and posters for graduates of literacy classes. Its books are written mainly in Hausa. The authors of the Division's booklets are drawn from the staff of the Ministry and from among professional writers outside of the Ministry. Distribution channels include literacy projects, booksellers and mail. The three main objectives of the Ministry's work in this field are to develop reading skills, encourage reading as a habit and promote occupational skills among neo-literates.

Another agency with similar objectives is Ekan Publications in Jos, Plateau State. This is a religious, non-profit organisation. Its books are published mainly in Hausa, although some are in English and Yoruba. The authors are members of the staff.

A very important institution in the provision of follow-up materials for neo-literates is a further religious organisation in Jos, the Institute of Linguistics, which is a branch of the Summer Institute of Linguistics. The work of the Institute is particularly interesting because it draws its authors from among the new literates themselves. It concentrates mostly on minorities. Thus, unlike other publishers of follow-up books, the Institute publishes in minority languages such as Yakurr, Igbira, Izi, Bakwarra and Mambila. The Institute also trains writers of easy-to-read materials and prepares translations into various indigenous languages.

5.3 Correspondence Courses

The use of correspondence instruction in education in Nigeria is most visibly noticeable at the post-primary school level or after the post-literacy stage has been passed. Correspondence courses are a regular feature of Nigerian education. In fact, attention was drawn to the proliferation of correspondence schools in the country during the past ten years in the seminar "Correspondence Education in Nigeria" held at the University of Lagos in 1981.

Agencies

The government-owned National Teachers' Institute in Jos Plateau State provides teacher education. Pre-grade II teachers are trained by correspondence for the UPE scheme to buttress up

the efforts of the residential in-service training of the un- and under qualified primary school teachers.

At least one university, the University of Lagos, has a section catering for correspondence education in its Continuing Education Department. The target population for the courses offered by the university comprises those who have reached the level school certificate. Indeed, a university has been planned now called the Open University which will offer courses for post-primary school students in vocational and professional subjects as well as in academic studies.

By far the greatest number of correspondence courses available in Nigeria are provided by private commercial institutions. Some of these are based in Great Britain, with a subsidiary office in Nigeria, e.g., Rapid Results College and the International Correspondence Schools. In the above-mentioned seminar at the University of Lagos, about sixteen correspondence schools were listed which were totally owned and controlled by Nigerian entrepreneurs.

Objectives

The primary objective of correspondence education at the post-primary level is the provision of remedial vocational training. Many of the students are those who wish to take the G.C.E. examinations, or those who have failed their West African School Certificate Examination and wish to retake it.

Target Population

The target population of correspondence schools in Nigeria consists of:

- those wishing to sit for the G.C.E. O/A-Levels;
- teachers in primary school who wish to upgrade their professional competence and ability;
- those in the law-enforcement agencies and armed forces, e.g., the police, the army, navy, as well as prison wardens, road traffic wardens;
- those who want to take professional examinations in such subjects as business administration, marketing and advertising;

- special groups, e.g., those pursuing religious studies.

Fees

Except for courses offered by the government agencies such as the Nigerian Teachers Institute, all courses are paid for by the participants. The fees vary, depending on the course and institutions.

Linkage with Other Post-literacy Programmes and the Formal System

As detailed in Figure 4, there are various ways by which students who have studied through correspondence or other non-formal methods can join the formal education system. In fact, all those who succeed in their examinations and wish to take professional and vocational examinations can join the formal system at the appropriate levels.

5.4 Newspapers and Other Periodicals

a. Newspapers

Because of the growing interest in newspapers for neo-literates among Nigerian adult educators, a local commercial press, with the encouragement and support of the Department of Adult Education at the University of Ibadan, started a monthly newspaper for neo-literates called *Literacy Beam*, the first edition of which appeared in July 1980.

Presentation

Like most of the commercial newspapers in the country, *Literacy Beam* is a tabloid. It contains 8 pages, with text in normal 10 point letter sizes. It is illustrated by a small number of photos, taken partly from previous literacy classes.

Editing

The publisher is also the editor. The associate editor is a senior lecturer in the Department of Adult Education at the University of Ibadan.

Content

The paper is published monthly in English. The first issue reflects the policy and objectives of the paper. It contains news, comments and reports on the success of adult literacy activities going on in other places and highlights the efforts of some voluntary agencies. There are several letters and write-ups by the neo-literates, who are encouraged to write more letters to the editor in order to make this a regular feature of the paper. Articles and features are written by some outstanding Nigerian adult education scholars, and there is a page of interview reports with some of the personalities in the field of adult education. Some paid advertisements are also included. If it fulfils its objective, *Literacy Beam* is expected to serve the interests of neo-literates all over the country.

Production Costs and Source of Finance

Apparently, financing of the paper is expected to be generated from its sales to neo-literates and from the revenue derived from advertisements. Unless the government or philanthropic organizations subsidize it, it appears that its continuation will depend on the income from sales and advertisements. The cover price is 40 kobo.

b. Other periodicals

Apart from newspapers, there are several other publications, either in the indigenous languages or in English, which are suitable for neo-literates. Among the more influential native-language publications are the weeklies *Imole Oluro* (Yoruba), *Gboun Gboun* (Yoruba) and *Ogene* (Igbo). Others include periodicals such as *Abincin Yini* in Hausa (religious), as well as *Awonerin* in Yoruba, published by the Oyo State Government. This latter contains cartoons for young school children. There is also *Yoruba Challenge*, a religious periodical in Yoruba.

Other periodicals which are available to the neo-literates are weekly and monthly entertainment magazines. The following might be mentioned in this connection:

- *Atoka* - a Yoruba language journal containing photo strips arranged to depict plays. The photographs are taken from theatrical performances and are arranged in frames with captions.

- *Film* - this is also an entertainment journal arranged in much the same way as *Atoka* except that it is published monthly in English.

- *Cartoons for Your Pleasure* - is another entertainment magazine. The difference between this and those mentioned above is that the pictures are hand-drawn.

Some local artists also produce commercial magazines aimed at a neo-literate readership; among these are *Lulu*, written in Pidgin English, and *Benbella*, a cartoon periodical which takes its name from a regular cartoon feature by the author-artist of a Lagos-based national daily.

The *Evening Times* (Lagos), though not specifically published for the neo-literates, is very popular among them because of its sensationalism. Mention can also be made of another popular newspaper, *Lagos Weekend*. The *Lagos Weekend* is published weekly and is especially popular among working people, principally on account of the human character of its contents. It publishes articles of interest to young families and reports on court cases, divorce suits, love stories, gossip, etc. It can be found in nearly all lower and middle class families around Lagos and is sold for about 25 kobo, the same price as the other national papers.

5.5 Instructional Television, Radio, Film and Other New Educational Technology

Radio and Television

Although radio broadcasting began in Nigeria in 1932, and television in 1967, until recently, their use has been limited mostly to entertainment and information; their use in education has been minimal. However, awareness is growing among educators and policy-makers concerning the advantages of using radio and television for education. Below is an account of some of the radio and TV programmes for adult literacy and continuing education in Nigeria.

Radio and Television Kaduna (RTK) serves the Northern States. It has a programme on farming and related matters, which is produced in cooperation with the Extension and Research Liaison Services (ERLS) of the Ahmadu Bello University (ABU) in

Zaira. The ERLS has appointed a permanent staff (an agriculturist) at the RTK to coordinate the production of the farming programmes. There are two daily programmes in Hausa entitled *"Noma Yanka Talauchi"* and *"Filin Manoma"*. The former deals with interviews with farmers and specialists, while the latter answers farmers' questions on farming and related subjects. On the TV network there is a weekly programme entitled *"Noma Yanke Talauchi"*. This programme too, discusses topics related to rural interests.

The feedback from these radio and TV programmes proved to be encouraging, even shortly after they were launched in 1974. Already in 1975 ERLS was receiving more than 300 letters a month containing farmers' questions and comments.

Encouraged by the outcome of these programmes, another was launched by the Adult Education and General Extension Services Unit (AEGESU) of the Ahmadu Bello University in Zaria on 1 October 1975 in association with the RTK. It deals with topics ranging from health, business, and history to language. It also teaches Adult Basic Literacy (the 3 Rs) on television. These experiments were carried out in Kano and the then North Central State.

As a post-literacy component, courses on health, letter-writing, cooperatives, government, law, education, etc. were offered. When these TV programmes started there were about 17 viewing centres, most of them situated in rural areas.

The lessons are held twice a week. Each lesson is preceded by a ten minute drama which portrays some disadvantages of illiteracy. Reports show that not only is enthusiasm generated among viewers in the course, but many non-registered viewers participate in the courses from their homes or from those of neighbours and friends. These programmes have been particularly helpful for the women in Muslim Purdahs whose husbands have TV sets.

The Adult Education and General Services Unit of the Ahmadu Bello University also has a programme called *"University of the Air"*, transmitted by Radio Kaduna. It consists of 11 radio courses backed by written material. At the start, about 3,125 listeners were involved. The offerings varied from business to playwriting courses.

"University of the Air" has also been transmitted by the Anambra State Broadcasting Corporation at Enugu, under the title of *A.B.C. Unair*. It offers courses for the G.C.E. Ordinary and Advanced levels of the University of London, City and Guilds of London Institute Examinations, Teachers' Grade II examination, and the Royal Society of Arts (RSA) courses.

The Division of Extra-Mural Studies at the University of Nigeria in Nsukka, which offers G.C.E. courses in various parts of the state, has a network of community study groups called "Awareness Forum"; its courses cover topics ranging from inflation to the dangers of drug abuse. It also organizes vocational and in-service courses on campus. Special programmes are devised for industrial workers, disabled persons, etc. This Division makes use of the radio programme *"Extra-Mural on the Air"* and the television series *"Look and Learn"*.

Nigerian Television in Ibadan, Oyo State, also has a regular programme called *"Mye Iu"*, which links remedial education with community development activities by organizing community television viewing centres in 48 strategic urban and rural communities.

With the assistance of the United Nations Children Emergency Fund (UNICEF), the Social Development Division of the Ministry of Local Government is currently experimenting with a scheme called "Project Support Communication". The scheme promotes community self studies, using video films of community development activities to motivate community action, e.g., recycling.

Records

An innovative feature in Nigerian Adult Education today is the use of records or LP's and magnetic tapes. Although most of the states, especially in the North, use recordings for purposes of public education, recordings are also being increasingly used for motivating illiterates to attend literacy classes.

Since many Nigerians have transitor cassette recorders, the songs and speeches on the LP's can easily be made available to the adult learners for use at home or at their work-places.

Films

Films and film strips for educational purposes are provided by various organizations and agencies such as the British Council, the US Information Service and business and industrial firms, e.g., the Shell Petroleum Company and the United Africa Company (UAC). Community organizations and groups can apply to borrow these films for use in their study groups and clubs. Both the federal and state governments provide documentaries for the mobile cineams which tour the rural communities.

There is supposed to be at least a reading room or community library in all medium-sized towns. (Some states have a network of mobile libraries for neo-literates, but this has not become a common practice.) Most of the community libraries are poorly staffed and short of books. The village or community reading rooms and "libraries" which are available are financed and run by the local government councils.

6. PROBLEMS AND CONSTRAINTS

There are political, economic and socio-cultural constraints on post-literacy activity in Nigeria.

Political Constraints

These arise from the federal system of government. Some of the otherwise good projects which were in progress had to be discontinued because of the division of the country into a federation of states. Education generally has become a political issue in Nigeria since the re-emergence of a civilian regime in 1979. While some people advocate all-out mass education, some still hold to the idea that educational standards will fall if the numbers being taught are increased drastically.

Economic Constraints

Among the economic constraints militating against adult education in Nigeria are those imposed by limited resources, both human and financial. With the launching of UPE in 1976, there was little money left over for pursuing adult literacy and post-literacy programmes. However, with the recognition that democratic institutions cannot thrive without an educated electorate, the government committed itself to launching mass literacy campaigns in 1982, thereby making the prospects for follow-up programmes brighter and the provision of follow-up reading materials all the more imperative and urgent.

Infrastructure is another problem, but with the transfer of adult education to the local governments, it is hoped that some of the major administrative problems will be solved. There is also the problem of shortages of printing materials - paper, duplicating machines, printing ink, etc.

Socio-Cultural Constraints

The socio-cultural constraints include the plethora of indigenous languages in the country. The problems posed by the multiplicity of languages in Nigeria are not only a matter of the lack of literature or competent authors in those languages; there is also the difficulty of the learners themselves sometimes not wishing to learn to read and write their mother tongues, since this will not carry them very far in getting employment in offices and factories. Today there is virtually no technical book available in any of the indigenous languages of Nigeria.

Perhaps with the establishment of the Language Research and Development Council, the Educational Research Council and the Departments of Linguistics in various universities, this situation may be improved in years to come. But learners still need to be convinced that, after receiving education in their mother tongue, they will receive the same recognition as those who study in English. Language, then, is a particularly troublesome limiting factor in adult education in Nigeria, and indeed in education in general.

Another problem is the existence in some parts of the country of the purdah, which does not allow married women to participate in literacy classes. The general attitude of some families towards the education of girls poses a further problem.

7. CONCLUSION: GENERAL OBSERVATIONS

This rather brief survey of what is currently going on in the area of post-literacy and continuing education in Nigeria touches only the tip of the iceberg. However, space prevents further elaboration.

Nevertheless, an attempt has been made to bring out some of the most important programmes which have been undertaken by various agencies in the country. The motivation of adult learners has not been adequately covered. This question of "Why adults learn" in Nigeria has been researched and the results point to such factors as economic advantages, personal necessity, status, religious considerations and civic responsibilities.

This area of study will demand full research as it is crucial to education, whether for children or adults. Since motivations change with time, it will be necessary to continue the evaluation of them if the interests of the adults are to be sustained in any educational effort, and this will also help in the area of research and development in adult education.

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Map of Nigeria showing the Nineteen States of the Federation

Chapter 3

LEARNING STRATEGIES FOR POST-LITERACY AND CONTINUING EDUCATION IN TANZANIA

by

Zakayo J. Mpogolo

1. BACKGROUND AND CONTEXT

1.1 Geographical, Economic, Political and related Aspects

Tanzania lies on the east coast of Africa and covers an area of 362,820 square miles. Lakes and rivers occupy some 20.650 square miles. Tanzania is bordered by Zaire and Burundi in the west; Kenya and Uganda in the north; and by Zambia, Malawi and Mozambique in the south. The most conspicuous physical feature of the country is the Great Rift Valley, which runs through Lakes Nyasa and Tanganyika, branching northwards to Kenya and Ethiopia, eventually finding its way to the Dead Sea. Kilimanjaro, the highest mountain in Africa, 19,340 feet high, is in the north-east of Tanzania.

The climate and vegetation vary from one area to another depending on the altitude and the distance from the sea. The coastal belt, where coconuts and cashew nuts are abundant, is hot and humid. The central plateau is hot and dry with short periods of rainfall. The semi-temperate highlands and the fertile populous belts around Lake Nyasa constitute the best farmlands and grow some of the most important cash crops in the country.

At Independence in 1961, Tanzania had a population of about 9 million people. According to the 1967 census, there were 12.3 million people in the country. The statistical data of the 1978 census show that the population now stands at 17,551,925 people, of whom 475,555 are on the isles. About 90 per cent of the people live in rural areas. As a result of improved health services the population has an estimated growth rate of 3.3 per cent per annum.

98 per cent of the population are Africans; the rest are of European and Asian stock. The African population is composed of 126 ethnic groups. Despite diverse cultural traditions, these groups are unified by the Swahili language, which is both the official and national language of Tanzania.

Economically, Tanzania is an agricultural country. Agriculture provides 38 per cent of the gross national product and over 80 per cent of foreign exchange earnings. The major agricultural cash crops are cotton, coffee, tea, sisal, tobacco, cashew nuts, sugar, pyrethrum, oil seeds, maize and wheat. Other exports include minerals such as gold, diamonds and mica, textiles, tinned meat and other meat products, timber, and salt. In return, Tanzania imports heavy machinery, tractors and cars, household goods, medicine, construction equipment and foodstuffs. However, there are a few processing industries such as coffee curing, cotton ginning and sisal decortication. The manufacturing sector is mainly engaged in import substitution, making luxury goods such as beer, cigarettes, cold drinks, biscuits and sweets. Nevertheless, some essential commodities such as cement, corrugated iron sheets, paper and farm implements are being manufactured on a small scale. Plans are under way to manufacture more commodities to meet the needs of the people. The fishing industry is also expanding rapidly.

1.2 Educational System

The government of the United Republic of Tanzania is committed to the development of the nation in all its facets. To achieve this, a well-trained work force with appropriate skills is crucial. As is the case in many other nations, emphasis at the primary or first-level cycle is on the mastery of the three Rs. But because the majority of primary school leavers will not proceed to the second cycle, emphasis is placed also on preparing these young people for life in rural villages, where they will live for the greater part of their adulthood.

Relevant skills are imparted at the primary school level in a variety of ways. First, there are the school productive activities centring on farming or gardening. Depending on the location of the school, this type of activity can be very educational. Then there are practical skills taught in the school classrooms. These include training in crafts, carpentry, masonry, metalwork, domestic science, etc. Due to the age of the students not much can be done during the first seven years of primary school. A two-year programme after the seven years of normal primary school has been introduced in a number of districts, and this helps greatly to consolidate these practical skills. Some of the products manufactured in the course of training are marketable and have helped raise funds for other school activities.

Attempts have also been made to integrate theory with practice so that pupils see the practical application of what they study at school. This has been re-inforced by attempts to draw the school closer to the community it is built in. The school is viewed as an integral part of the community so that both benefit from each other. The school offers the community its facilities and certain academic skills; in return the community offers the school its practical experience.

At the secondary or second cycle level, the emphasis is on the manpower needs of the nation. The numbers admitted, the subjects taken and the ratios between certain subjects groupings all reflect the planned requirements of the nation. Certain internal adjustments are made for sex and regional differences so that those groups which have been underprivileged in the past can get the imbalance redressed.

For historical reasons, most secondary education has been academic. Vigorous attempts have been made to correct this. First, deliberate moves have been made to emphasize manual work in and outside the classroom. Attitudes towards manual work are monitored, and this has helped in getting pupils to take it seriously. Secondly, schools have been encouraged and required to engage in productive projects. Depending on their location, some have engaged in farming, poultry keeping, fishing, brick making, wevaing, construction, etc. Thus, apart from breaking down the barrier between mental and manual labour, the exercise has enabled the pupils to acquire skills they will need in later years.

There is a third aspect, namely, the extent to which secondary schools are changing from a purely academic orientation to a vocational one. Four vocations have been selected; these involve agricultural, technical, domestic science and commercial skills respectively. Each pupil spends on average one-third of his time on studies relevant to a vocation. Although secondary education lasts for six years, it is a four-year programme for most of those who enter the second cycle. The vocational emphasis is presently based on the four-year phase whereas the additional two years remain a pre-university type of training.

One long-standing criticism against the kind of secondary education inherited at Independence is that it did not offer any employable skills. The recent efforts described above will rectify this in the near future. But it is not all vocational training. There are also cultural studies, which help broaden

the minds of the pupils. On graduation from this level, the coung person should have some employable skills, a broadened outlook, a foundation for higher studies, and should be able to become a useful member of society.

The tertiary or third level cycle places a heavy emphasis on professional and vocational studies. Within Tanzania there are higher educational facilities at the University of Dar es Salaam, at post-secondary professional institutions and at other, quasi-international, training institutes. Between them they offer qualifications at the degree, diploma and post-graduate diploma levels in medicine, engineering, law, agriculture, forestry, veterinary science, geology, hydrology, surveying, town planning, education, fisheries, wild life, accountancy, social welfare, business administration and various other fields. There are also courses in economics, statistics, political science, languages and physical sciences; these courses are taken by students who are later employed in both the public and private sectors.

High level skills are in great demand in Tanzania, and the available facilities are far from adequate. Tanzania thus still sends students abroad for training at this level. The number of students both at home and overseas is determined by the current as well as the projected needs of the nation. Shortfalls are covered by the recruitment of expatriates on contract terms. The long-term goals are that the nation should be self-sufficient in manpower and in the provision of training facilities.

1.3 Literacy Situation

Like most African countries, Tanzania was swept by the scourge of colonialism as the epoch of colonialisation gained impetus in Europe at the turn of the twentieth century. Tanzania was subjected to two colonial regimes between 1884 and 1961. The first occupants were the Germans, who ruled the country from 1884 to 1919. Then came the British, who ruled Tanganyika from 1920, first as a mandate territory under the League of Nations, and after the Second World War as a trusteeship territory under the United Nations Organisation. Tanzania achieved Independence on 9th December 1961.

During the colonial administration, literacy activities did not start until after the Second World War, when centres were opened for ex-army men. In 1949 the social welfare department extended its services to include adult education in urban

centres. At Independence the illiteracy rate was 75 per cent. A Ministry of Community Development and National Culture was formed and charged with mobilizing people for social and economic progress.

The community development workers functioned mainly as agents of change; their activities ranged from organizing literacy classes and women's groups to initiating self-help projects - for example, the construction of feeder roads, houses, latrines and wells. According to a 1965 report on adult literacy and post-literacy education, there were at that time 7,257 literacy classes with a total enrolment of 541,562 adults, of whom 206,214 were men and 335,348 women. In addition to these classes there were 440 follow-up classes (English and Arithmetic) with a total enrolment of 14,043 adults, and there were also 1,914 women's groups (cooking, sewing, embroidering, child-care, etc.) with a total enrolent of 112,739.

In 1965 the Ministry of Community Development and National Culture became the Ministry of Regional Administration and Rural Development. Up to July 1969, when literacy and adult education activities were transferred to the Ministry of National Education, about 600,000 adults had passed through adult education classes. The following points should, however, be noted. Firstly, neither the earlier Ministry of Community Development and National Culture, nor its successor, the Ministry of Regional Administration and Rural Development, had had an overall policy giving clear objectives to its adult and literacy activities. Secondly, the lack of an integrated policy at a national level meant that there could be neither an articulated strategy nor an adequate administrative structure. Thirdly, there was little or no co-ordination and no substantial financial commitment by the government. Fourthly, no meaningful evaluation of the effectiveness of our literacy efforts was possible from so diffuse and uncoordinated a background of action. Fifthly, adult education was wrongly identified with literacy classes for learning the three Rs.

2. GENERAL ISSUES

2.1 Policy Matters

The educational system Tanzania inherited at Independence was a colonial one aimed at maintaining the capitalist order.It was elitist and class-promoting. Its contents was inimical to Tanzanian values, since it encouraged exploitation and oppression. "The educational system introduced in Tanzania by the colonialists was modelled on the British system, but with even heavier emphasis on subservient attitudes and on white-collar skills. Inevitably, too, it was based on the assumptions of a colonialist and capitalist society. It emphasized and encouraged the individualistic instincts of mankind, instead of his cooperative instincts. It led to the possession of individual material wealth being the major criterion of social merit and worth" (Nyerere, 1968).

Tanzania's post-independence education had to serve socialist ends. We could not politically justify the retention of the colonial system. Socialist education had to have a corrective or remedial aspect as well as a constructive one. Colonial values had to be removed from the people and genuine socialist ones implanted instead. This meant a revolution in the structure as well as in the content of the things people had to learn.

The Arusha Declaration of 1967 contains strong indications of the necessity of socialist education. An ignorant citizenry can hardly be expected to live a democratic life and control its economy. The obligation of the Party (TANU) to educate the people was enunciated in the following words: "To see that the government mobilizes all the resources of this country towards the elimination of poverty, ignorance and disease" (Nyerere, 1968, p. 232).

The allusion to universal education is inescapable. The Arusha Declaration indicates also the contents of education in regard to what our people must know and do in order to build a

socialist nation. People are required to control all the major means of production; the peasants and the workers are required to choose and control their own government. They are to be educated for self-reliance. Obviously political and economic contents must figure in our system of universal education.

The First Five-Year Development Plan 1964 - 1969

When introducing the first five-year development plan in his address to parliament on 12th May, 1964, Mwalimu Nyerere said among other things: "First we must educate adults. Our children will not have an impact on our economic development for five, ten or even twenty years" (Nyerere, 1966). Adults can make immediate use of education.

The general policy of the first five-year development plan was geared to rural development. Hence literacy, which would facilitate the learning of better farming techniques and so lead to increased productivity, was used as a tool for rural development. In fact, the World Experimental Literacy Programme project in Tanzania was included in the plan. It is also worth noting that the Arusha Declaration was made when this plan was being implemented.

The Arusha Declaration of 1967

The campaign to eradicate illiteracy in Tanzania and the adult education policy as a whole is a direct consequence of the country's policy of socialism and self-reliance introduced by the Arusha Declaration of 1967. The implications of the Arusha Declaration for adult education and education for self-reliance are obvious. Educational equality can only be achieved when society holds out educational opportunities to the entire population, including adults. The most important goals of our educational system are for education to become more an integrated part of the life of the community and to serve society in general.

In addition to earlier statements and commitments by TANU to human development through education, this fact was revitalized by Mwalimu Nyerere in 1968 in relation to freedom and development: "People cannot be developed, they can only develop themselves. Man develops himself by what he does, by making his own decisions, by increasing his own knowledge and ability and by his full participation as an equal in the life of the commu-

nity he lives in." Mwalimu Nyerere continues by stressing that "..... a man is developing himself when he improves his education on whatever he learns about which can help him understand the environment he lives in, and the manner in which he can change and use his environment in order to improve himself" (Nyerere, 1973).

The Second Five-Year Development Plan 1969 - 1974

The second five-year development plan (1969 - 1974) aimed at more socialism and self-reliance. The speech of the President of TANU, Mwalimu Nyerere, to the party's conference when he presented the five-year plan for approval and the text of the approved plan itself both pointed out clearly that, for the plan to be successful, mass education would be required. The people had to know the plans, had to participate in decision-making about their own development, and they had to actively participate in the intelligent implementation of the plans accepted for their own welfare and improvement. Intelligent and willing agents of the national projects were definitely the best guarantee for the efficiency and effectiveness of the plan.

The government, the party's tool for implementing its policies, took very rapid and momentous steps on adult education in the course of 1969 and 1970. Tanzania had long realized that its development lay in the education of the masses, whose level of productivity was so vital to its economic plans. Tanzania could not honestly be proud of its manpower achievement while more than than 70 per cent of its citizens were completely excluded from literacy, the tool of their development. There was need for action. Fast decisions came. Tanzania was ushered into the adult education revolution towards a nationwide development of socialism. In one of two new-year addresses to the nation, both of which laid down policy on adult education, the President stressed the need for adult education to be an integral part of socialist Tanzania.

On 31st December 1969 the President said this on our new determination. "Although there has been a lot of talk about education for adults and quite a lot of people working in this field, we have not yet really organized ourselves for a major attack on ignorance. The Central Committee of TANU has decided that we must do this in 1970. The coming twelve months must be 'Adult Education Year' and we must give this work a very high priority!" (Nyerere, 1970). The President enumerated the three

objectives of Adult Education for Tanzania:

- To shake ourselves out of the resignation to the kind of life Tanzanian people have lived in the past.
- To learn to improve our lives.
- To learn to understand our national policies of socialism and self-reliance.

Eradication of Illiteracy in Six Districts, 1971

At the end of his message on 31st December, 1970, Mwalimu Nyerere made a second appeal to the nation to carry adult education activities even further. The response in the 1970 Adult Education Year campaign had been encouraging, but since education is like a hill and a person gets better vision as he climbs higher, Mwalimu Nyerere once again urged all Tanzanians to continue climbing the hill of knowledge. He directed that six districts be selected for various reasons.

Ukerewe and Mafia are islands. In Ukerewe a good start towards complete eradication of illiteracy was made during 1970. Mafia, on the other hand, had a population of only 17,000 people. These islanders are isolated, and their social attitudes, especially with regard to women, needed change before a major breakthrough in adult education could take place. It was felt that since their number was still small they could easily be mobilized. The Kilimanjaro and Masasi districts were chosen because they had the highest national average of literates; if all the literate people co-operated with party and government officials, it was hoped that illiteracy could be eradicated by the end of 1971. Pare district is famous for its strong co-operative spirit. The people there, who live in inaccessable mountain areas, have successfully undertaken many self-help road construction projects. It was hoped that the same spirit would be shown in combating illiteracy.

The last district was Dar es Salaam. Dar es Salaam city has many literate workers, who would be able to help in the fight against illiteracy. There are many facilities, such as libraries, which can be used by anyone who can rad and write. If proper campaigns were organized to enlist the participation of the party, government, voluntary agencies, and trade union officials, the problem of illiteracy could be overcome.

In all districts there was mass mobilization by party and

government officials. Adult education committees helped the party, government and voluntary organizations in the difficult task of registering illiterates and in planning the implementation of adult education. Mafia set a very good example in the campaign, although at the beginning attendance was very poor compared to other districts in the nation. The cooperation between TANU officials from the ten-cell leaders to the district level, government Ministries and private organizations, under the guidance of the Area Commissioner, gave very encouraging results. Then the census of all illiterates was completed, teachers were recruited from party and government employees, as well as from volunteers. Supervisors of centres were appointed. Adult Education Comittees were formed at all levels. Books (primers) and supplies were ordered and distributed to all centres. Transportation was mobilized. While the six districts were doing their work, other districts in the regions were also hard at work.

Table 1

Results of the 1971 literacy campaigns in the six districts

District	Estimated number of illiterates	Number of registered illiterates	Per cent of enrolment achieved
Mafia	8,545	8,549	99.9
Ukerewe	36,000	35,843	99.6
Kilimanjaro	46,510	45,466	97.8
Pare	24,121	24,121	100
Dar es Salaam	100,000	28,306	28.3
Masasi	51,973	45,364	87.3

Due to the problems of literacy assessment, particularly in mass literacy campaigns, - literacy was not clearly defined in Tanzania until 1974 - it is difficult to state categorically how far each district succeeded in eradicating illiteracy, although statements do appear in the assessment report that some districts did manage to achieve the desired goal. However, we can state that the most important and significant gain by the Ministry of National Education was the experience in organizing a literacy programme on a wider scale and under varied geographic and socio-economic conditions.

2.2 TANU Resolutions on Adult Education, 1971

In September, 1971 the President of TANU presented his report on the development of Tanzania for the past ten years to the TANU biennial conference on adult education. Mwalimu Nyerere not only stressed the importance of lifelong learning but also associated learning with working and living.

> Just as working is a part of education, so learning must become an integral part of working and people must learn as and where they work .... It is therefore essential that work places become places of education as well as of work. If we are to make real progress in adult education it is essential that we should stop trying to divide up life into sections, one of which is for education and another, longer one, which is for work with occasional time off for "courses". In a country dedicated to change we must accept that education and working are both parts of living and should continue from birth until we die, (Nyerere, 1973).

The same year, TANU proposed guidelines which stressed that Tanzania was still, so to speak, at war. Liberation for the people was an all-encompassing activity to eradicate the mentality and bureaucracy inherited from colonial times. Real development depended on people's participation, while defence and national security could only be carried out by the people themselves. These guidelines on the role adult education could play in the liberation of Tanzanians and the goals set in the 1970 presidential message on adult education gave every reason why Tanzanians should step up efforts in the war against illiteracy. Ignorance does not promote development. Therefore the TANU biennial conference of 1971 suggested that all literate people should participate in adult education programmes and that adult education should be part of work (resolution 21). But the most revolutionary resolution was No. 22, which directed that plans should be made so that Tanzania would completely eradicate illiteracy by 1975; so that adult education classes would become the rule in all places of work; and so that ways and means would be found to attain universal primary education.

2.3 Towards Nationwide Eradication of Illiteracy by 1975

The national campaign against illiteracy began immediately after the Party resolution with the preparation by the Ministry

of National Education of policy guidelines for the whole country. On the basis of the 1967 census it was estimated that there were about 5,200,000 illiterates aged ten and above. These were to be educated in two phases. During the first phase from May 1972 to April 1974, about 4,000,000 adults enrolled and attended literacy classes. This left 1,200,000 adults for the second phase in 1974/75. About 1,200,000 adults were enrolled in the final period from May 1974 to April 1975, which left room for the provision with literacy training of some 500,000 youths who had missed out on schooling because of the inadequate primary school intake.

In 1972, when the Ministry of National Education issued its guidelines, the following aims were set:

- The six districts challenged by the President to wipe out illiteracy by the tenth anniversary of independence were to continue to cover all their population.
- All Ujamaa Villages in the country were to wipe out illiteracy by December, 1972.
- The four Lake Nyanza regions, Mara, Mwanza, Shinyanga and Kegera, were to wipe out illiteracy by December, 1972.
- The remaining 16 regions on mainland Tanzania were to work out plans in four phases to enable them to wipe out illiteracy by December, 1975.

Tables 2 and 3 show the progress in nationwide anrolment (1970 - 1977) and recruitment of teachers (1970 - 1975):

Table 2

Enrolment in literacy classes 1970 - 1977

Year	Enrolment	Year	Enrolment
1970	261,369	1974	3,303,103
1971	908,351	1975	5,184,982
1972	1,508,204	1976	5,255,560
1973	2,989,910	1977	5,819,612

Table 3

Literacy teachers

Year	Profes-sional teachers	School students	TANU party Inst.	Govt. workers	Religious workers	Volun-teers	Others	Total
1970	7,643	1,639	399	1865	368	663	360	12937
1971	13,135	2,394	825	2053	487	487	9960	29341
1972	33,903	4,031	634	1864	325	46,865	484	88106
1973	20,672	2,893	3310	4699	644	59,590	2454	94262
1974	13,289	4,469	2466	4889	679	79,648	2233	107673
1975	14,917	9,409	3477	6777	946	94,607	3752	133885

4 National Literacy Tests

The evaluation and assessment of learners' achievement in literacy included the following elements: literacy ability, enrolments, participation in various primer lessons, attendance pattern, patterns of the implementation of the functional aspect, categories of participating literacy teachers, and the assessment of effect of eradication of illiteracy.

The extent to which illiteracy had been eradicated was assessed by means of a national literacy test; this test was twice administered nationwide, once in August 1975, and again in August 1977. The philosophy upon which the national literacy tests were based was stipulated in a document issued by the Tanzania UNDP/Unesco Literacy Project, Mwanza, in 1974. Briefly, the document called for a national definition of literacy so that uniform criteria for working out attainment levels could be adopted. It also presented arguments for and against comparing primary school grades with levels attained by participants in the functional literacy programmes. The debate went as far as questioning the application of the concepts of "pass" and/or "fail" and "learning" to a process that runs along a continuum. The document presented a total of seventeen different literacy definitions which had been used at one time or other in various parts of the world by national and international organizations and institutions as well as by researchers. Finally, the document made some proposals about possible levels of literacy and argued

for a nationwide assessment of the literacy campaign. The proposals, having been deliberated upon by the appointed national committee, were finally accepted and approved by the Ministry of National Education. A combination of the following definitions was adopted to define a literate person in the Tanzanian context:

- *A person is literate if he is able to read and write a letter within the family; locate streets, buildings etc.; observe danger warnings in the streets and at work; follow simple directions in many everyday situations; read a newspaper to keep up with current happenings and to obtain information; keep records; read "how to do it yourself" books; read short books on better living, better foods, better ways of farming etc.*

- *An individual is literate when he has acquired the essential knowledge and skills which enable him to engage in all those activities in which literacy is required for effective functioning in his group and community and whose attainment in reading, writing and arithmetic makes it possible for him to continue to use these skills towards his own and community development.*

- *Adult literacy, an essential element in overall development, must be closely related to economic and social development priorities, and to present and future manpower needs. All efforts should, therefore, tend towards functional literacy. Rather than as an end in itself, literacy should be regarded as a way of preparing man for a social, civic and economic role that goes beyond the limits of rudimentary literacy training consisting merely in the teaching of reading and writing. The very process of learning, of acquiring more information that can immediately be used to improve living standards, reading and writing, should lead not only to elementary general knowledge but to training for work, increased productivity, a greater participation in civic life and a better understanding of the surrounding world, and should immediately open the way to basic human culture.*

There were also adopted achievement levels for functional literacy participants defined as follows:

Level I: A participant who has enrolled and has attended two thirds of the literacy sessions in any one year of literacy activities.

Level II: A participant who qualifies for Level I above,

and who also has successfully passed one or both tests for the following sub-levels:

Sub-level (i): A person who is able to recognise words and symbols, write letters and syllables, write numbers and arithmetic signs, and so some mental arithmetic.

Sub-level (ii): A person who is able to read short, simple meaningful sentences, is able to write simple short sentences and can add and substract one figure sums.

Level III: A person who qualifies for Level II above, and who also has successfully passed one or both tests for the following sub-levels:

Sub-level (i): A person who is able to read short simple meaningful sentences, is able to write simple short sentences and can add and substract two figure sums.

Sub-level (ii): A person who possesses mastery over symbols in their written form or is able to write and read messages. Such a person should be able to perform the following: read fluently a simple text with understanding (the text itself being based on common syllables and vocabularies in the functional primers and according to the most frequent syllables and vocabularies used in the Swahili language); write a simple short message or passage; add and substract three figure sums; multiply two figure sums; and divide by one figure.

Level IV: A person who continuously uses the acquired literacy skills. Such a person should have qualified in Level III above and also should be able to: read and write messages; read newspapers (for example, *Uhuru*, *Mfanyakazi*, *Kiongozi*, *Ukulima Wa Kisasa*, *Elimu Haina Mwisho*, *Jitendeleze*, *Tujielimishe*, etc.); keep up with current happenings and obtain information; read "How to do it yourself" books, short books on better living, food, ways of farming, etc.; and keep records and solve simple arithmetic problems. He should also be able to keep a simple book of accounts on income and expenditure.

Those participants who had achieved Levels III and IV in reading, writing and arithmetic were to be considered as literacy graduates, and those participants who had achieved Level IV were to be considered as functionally literate.

Results of the National Literacy Tests, 1975

In 1975 the national literacy test was administered on a

single day throughout the country. The following results were obtained:

- It was found that as of September, 1975, 5,860,437 people were illiterates, i.e. 100 per cent of the population.
  - males 2,561,211 (44 per cent)
  - females 3,299, 216 (56 per cent)
- The number of those who registered themselves for literacy classes was 5,184,982.
  - males 2,287,921
  - females 2,897,061
- Those who appeared for the test on 12/8/75 numbered 3,806,468 or 73 per cent. All the regions indicated a participation rate in this test of more than 50 per cent.
  - males 1,738,406
  - females 2,068,062
- Those who did not appear for the tests numbered 1,380,514.
  - males 549,515
  - females 830,999
- Those who had not registered for the literacy classes numbered 675,455.
- The performance in the test showed that 1.4 million persons (37 per cent) qualified for levels III and IV. These were considered to be literate.
- The results also showed that 1.35 million persons (35 per cent) qualified for level II.
- The rest of the participants in the test, 1.05 million persons (28 per cent) qualified for level I and below.

Table 4

Stages of achievement of participants in literacy programmes - 1975 literacy test

STAGE	MALES	FEMALES	TOTAL
IV	306,544 (53 %)	268,332 (47 %)	574,876
III	416,403 (50 %)	412,706 (50 %)	829,109
II	579,485 (61 %)	373,368 (39 %)	952,853
Below I	162,489 (40 %)	244,175 (60 %)	406,664

On the basis of these results as indicators for the eradication of illiteracy it is estimated that the illiteracy rate had been reduced to 39 per cent for the population of 10 years and above. The position of illiteracy in 1967 and 1975 is given in Table 5.

Table 5

Percentage of illiterates in 1967 and 1975

Year	males	females	total
1967	54 %	80 %	67 %
1975	34 %	44 %	39 %

The known cumulative illiterate population figure was recorded at 5,860,437 (aged 10 years and over) in 1975.

Results of National Literacy Tests - 1977

The results of the second assessment of the national literacy campaign revealed that this cumulative figure of illiterates rose to 6,001,266 in 1977. The increase of 140,829 illiterates could be attributed to three main factors:

- The reorganization of rural communities into permanent villages facilitated the identification of illiterate adults hitherto unknown.
- In some cases adult education officers felt that the earlier enumeration of illiterates had not been accurate.
- Youths not attending school and entering the illiterate adult age group (10 years of age and above) during the period between 1975 and 1977 might have been a contributory factor. Of the 6,001,266 adult illiterates in 1977, 5,819,612 had enrolled in literacy classes by September 1977, which was equivalent to 97 per cent (non-enrolment amounting to 181,654 illiterate adults).

It was expected that a total of 3,545,796 adult illiterates would participate in the 1977 test. However, the returns showed that only 1,036,759 males and 1,279,395 females, making a total of 2,316,154, did actually participate in the test.

The reasons indicated in the field-returns for non-participation in the test were as follows: Important journeys; attending funerals and making visits to sick relatives; some literacy participants were sick; pressure of farm work and domestic activities; shortage or lack of materials (such as pencils and test papers); some literacy participants were not informed about the test date; the significance of the test was not clearly understood; some examiners failed to report at the centres assigned to them; some participants were ashamed of being tested; heavy rain prevented some people from turning up for the test; coincidence of events (for example, doing the literacy test and electing ward leaders at the same time); long stays at the examination centres made some of the expected participants despair and leave; involvement in fishing activities; long distance to the test centres; activities related to village organization; and problems of eye-sight and old age. The reasons given in 1977 resemble those given for non-participation in the 1975 test. The detailed results of the 1977 test are given in Table 6.

Table 6

Stages of achievement of participants in literacy programmes - 1977 (Literacy Test)

STAGE	MALES	FEMALES	TOTAL
Below I	81,767 (39 %)	129,827 (61 %)	211,594
At Stage I	200,325 (38 %)	327,541 (62 %)	527,866
At Stage II	300,716 (39 %)	469,557 (61 %)	770,273
At Stage III	254,102 (54 %)	216,906 (46 %)	471,008
At Stage IV	199,849 (60 %)	135,564 (40 %)	335,413
TOTAL	1,036,759 (45 %)	1,279,395 (55 %)	2,316,154

On the basis of the 1977 test results, it was estimated that the illiteracy rate had been reduced from 39 per cent in 1975 to 27 per cent in 1977. The third national literacy test was planned for August 1981.

As elsewhere, the target population for testing literacy work in Tanzania is broadly conceived and includes not only neo-literates who have followed a particular literacy course but also the self-taught; those completing primary education; those who have dropped out of formal education; out-of-school learners,

whose basic literacy experience has been a variety of occupational or other functional milieus; isolated rural communities; remote tribal areas; and nomads or scattered homesteads. Post-literacy activities have been launched as means for putting into practice the theory of lifelong education by enabling the neo-literate to use his skills and the knowledge acquired in the preceding phases and to embark on the acquisition of new knowledge and skills through a continuing process of further learning and greater mastery of his environment.

2.4 Research

Research is an essential tool in the national planning of all aspects of development. Since adult education is one of the most important prerequisites of development, it should be thoroughly researched before launching constructive planning. To this end the Institute of Adult Education was established:

> To promote research in adult education and the publication of the results and thus to foster the development and improvement of adult education in the United Republic: To be a centre for study and experiment in adult education, to provide advisory services and literary facilities for adult educators and circulate information about new methods and developments in adult education, experiments and results of research.

Both the Subcommittee on Educational Research and the Directorate of Adult Aducation have identified the following areas for research:

- A study of participants in various types of adult education, their characteristics, motives for attending, and differences between rural and urban areas.
- Research on problems of motivation: What are the real reasons for people taking part in adult education classes, courses, discussion groups, etc.? To what extent does adult education provision satisfy these motives? How can knowledge of motives increase the effectiveness of the adult education provided?
- A study of teaching aids available for adult education and an analysis of their effectiveness for teaching adults.

- A study of the effectiveness of adult education radio programmes, i.e. their impact on the attitudes, organization, and work of radio study groups; provision of supplementary discussion materials and guides.
- A study of the rural libraries and their usage. Research on the effectiveness of rural newspapers and the adult education literacy page in the Mwanza newspaper.

Most of the above-mentioned research has been conducted, though at different levels, by the students of the University of Dar es Salaam and the Institute of Adult Education. However, the Mwanza National Literacy Centre has made deeper surveys and research, especially on the study of radio programmes and study groups as well as the use and effectiveness of rural newspapers and the impact of functional literacy on new literates.

In carrying out the research on adult education programmes, use is made of questionnaires, interviews and reports:-

- Questionnaires are prepared by the researcher and distributed to the sample selected for a particular purpose. The participant is required to answer the given questions either by putting a tick on the correct answer or filling in the answers. The researcher or research assistant has to ensure that all questionnaires are handed back for analysis and report compilation.
- The interview questions are either prepared and written or unprepared. A researcher can choose to interview one person at a time (he may record it) or can get his information through conversing with individuals or a group of people.
- Most of the information is obtained through quarterly, monthly and annual reports. A researcher goes through all the reports and documents to extract the information he requires.

The organization of research work starts at the national level. In the Ministry of Education there is a research unit which organizes and coordinates all projects conducted by the Ministry of National Education. The research unit responds to the directives and policies of the government, which are elaborated by the Subcommittee on Educational Research.

Suggestions for programmes concerning adult education are forwarded for implementation to the Directorate of Adult Education. The Directorate also has a research unit in the Design and Coordination Section. This Section scrutinizes all the suggested topics for research and, depending on the urgency of a particular current programme, might add some additional ones.

These topics are distributed to the Institute of Adult Education, the University of Dar es Salaam, and the Mwanza National Literacy Centre. By using the staff of the Mwanza National Literacy Centre and students at the University of Dar es Salaam and the Institute of Adult Education, the research is carried out. The reports and findings are sent to the Ministry of National Education for utilization.

2.5 Programme Objectives

The broad objectives of adult education in Tanzania are:

- To shake off the resignation to the kind of life Tanzanian people have lived for centuries past. To become aware of the things which Tanzanians as members of the human race can do for themselves and for their country. To realize that they do not have to live miserably in hovels, cultivate with inadequate hoes or suffer from many diseases. They must learn that they themselves can change these things.
- To teach people how to improve their lives. They have to learn how to produce more on their farms and in their factories and offices. They have to learn about better food, what a balanced diet is and how it can be obtained by their own efforts.
  They have to learn about methods of hygiene, about making furniture for themselves out of local materials, about working together to improve the conditions in their villages.
- To have everyone in Tanzania understand the national policies of socialism and self-reliance. People have to learn to understand the plans for national economic advancement to ensure that all the people play their part in making them a success and that all the people benefit from them. But what is adult education? Quite simply, it is learning about anything that helps us understand the environment in order to improve ourselves. Education is

not just something that happens in classrooms. It is learning from others and from our own experience of past successes and failures.

The specific objectives of post-literacy are:

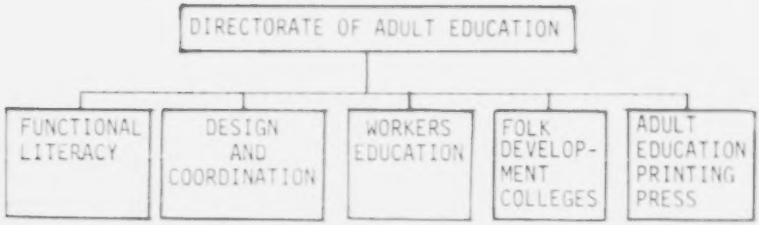
- To ensure retention of attained literacy capability so that the neo-literates do not relapse into illiteracy. In Tanzania the target group consists of the literacy graduates who have attained stage IV of the functional literacy programme.
- To create literacy environments in the rural areas through a network of rural libraries, rural newspapers, folk development colleges, correspondence education, radio programmes, cinemas, and mass campaigns on major bottlenecks in rural development.
- To provide an alternative system of education for the educational advancement of primary and secondary school dropouts and the whole adult population.
- To enable adults to broaden their knowledge of the official and national language and of English as the second official language and to improve their oral and written ability in these languages.
- To provide national political education to adults.
- To improve the knowledge and skills of adults in such fields as agriculture, handicrafts, home economics, health, and water supply.
- To give adults an understanding of simple national economics and economic geography.
- To give the adults mathematical knowledge useful for their daily activities.
- To increase the knowledge of Tanzanian and African history and culture and to promote active involvement in cultural activities.
- To develop democratic and co-operative knowledge and skills among adults.
- To help adults develop leadership skills and attitudes.
- To achieve a wider understanding of the world and increase the ability to participate in international activities.

2.6 Administrative Structure

The Directorate of Adult Education, which since November 1969 has been entrusted with the coordination of the country's adult education activities, is charged with seeing that the functional literacy and post-literacy programmes are properly planned, implemented and evaluated so as to meet national policies and goals. To this end the Directorate has divided its functions into five sections as shown below:

Diagram I

Sections of the Directorate of Adult Education



Functional Literacy Section

This Section is entrusted with:

- the preparation, supervision and coordination of literacy and post-literacy programmes;
- the development of curricula for both literacy and post-literacy programmes;
- the coordination and supervision of literacy supporting programmes.

With regard to curricula, there are subject coordinators whose task it is to prepare the required literature for both literacy and post-literacy programmes. Each coordinator is charged with the responsibility to prepare books for a particular subject. Before a book is written, the responsible coordinator has to identify 10 to 15 potential participants for a writers' workshop, consisting of a subject expert, a language expert, a methodology expert, and graphic and layout experts. These experts are required to design a syllabus for that particu-

lar subject reflecting the needs of the masses in conformity with the national goals.

As soon as the syllabus is designed and approved, another workshop is called to write the book on the basis of the already prepared syllabus. The style, content, language, and illustrations of the book are all given a thoughtful consideration. When the first drafts are ready, the subject co-ordinators of all post-literacy books meet under the chairmanship of the chief-co-ordinator to review all the books. The emphasis is on subject presentation, vocabulary control, illustrations, and recommendations for manuscript improvements.

The regional trainer teams and the regional, district, divisional and ward adult education coordinators discuss and review the books before they are finally printed. They do so on behalf of the masses, who are going to use these books within their total environment of life and work.

Design and Co-ordination Section

This section deals with:

- Planning and coordinating adult education activities.
- Preparation of the budget and estimates for the national adult education programmes.
- Employment and transfer of adult education administrators and teachers.
- Evaluation of the national adult education programmes.
- The supply of adult education equipment and materials.

Workers' Education Section

This section is responsible for:

- Workers' education in offices, factories, etc. in collaboration with the Department of Workers Education in the Ministry of Labour and Social Welfare.
- Secondary education and correspondence courses for workers.
- Curricula development for workers' education.

- The organization of certificate and diploma courses in adult education.
- Recording the statistics of workers' education in the country.

Folk Development Colleges Section

This section deals with:

- Planning and coordinating all folk development colleges in the country.
- Staffing the folk development colleges.
- Budgeting for the recurrent and development expenditure of all the folk development colleges.
- Research into and evaluation of the folk development colleges.

Adult Education Printing Press Section

The printing press ensures:

- The printing of literacy and post-literacy books, zonal and rural newspapers, visual aids, and posters for adult education.
- Storage and distribution of learning and teaching materials to the regions.

Although adult education books are printed by the adult education press, the Ministry invites tenders from other printers. This is due to the fact that this press has only a small capacity and, since it is also involved in printing rural newspapers, cannot absorb the overall printing of adult education reading materials. However, this problem will soon be solved since the unit is expanding its printing facilities, space and manpower.

2.7 Adult Education Committees at Different Levels

In order to mobilize popular participation in party and government leadership and obtain greater involvement of the

people in the planning and co-ordinating of all adult education activities in the country, as well as to incorporate adult education in the general policies of development, adult education committees have been established as subcommittees of the planning and development committees at regional, district and ward levels.

The national adult education committee is a subcommittee of the National Advisory Committee on Education (NACE). The main function of the adult education committee is to advise the NACE and, through it, the Minister of National Education on policy matters pertaining to adult education. Members of this committee are drawn from the political party workers' organization, women's organizations, parents' organizations, the youth organization union of Tanzania, the Institute of Adult Education, voluntary agencies, and from government ministreis engaged in adult education such as Health, Labour and Social Welfare, Agriculture, the Prime Minister's Office, and the Ministry of Information and Culture.

At the regional and district levels similar committees are formed; their membership is drawn from the political party and its affiliates, government and semi-governmental agencies, volunteers, members of parliament, and from schools and colleges of national education. These are subcommittees of the regional and district development and planning committees. The major functions of the regional and district adult education committees are to ensure that adult education plans are drawn up; that enrolment and attendance of adults and recruitment of teachers are carried out; that reading and teaching materials are made available; and that all other matters relevant to adult education are attended to. The committees are chaired by the regional and district party secretaries, who also head the party and the government in their respective areas. The regional and district education officers serve as secretaries to these committees.

A divisional adult education committee is chaired by the divisional secretary, who represents the party and the government. The divisional education co-ordinator is the secretary of the committee, which consists of all ward secretaries from the various party branches, divisional agricultural, rural, health officers, and local councillors. The divisional committee is responsible for planning and coordinating adult education in the division.

At ward level the ward adult education committee is a sub-

committee of the ward development and planning committee and is chaired by the ward secretary, who is also head of the party and the government in the ward. The ward education co-ordinator is the secretary of the committee, which includes party and government extension officers of the ward and local councillors.

Two to ten classes of a literacy and post-literacy centre have a centre committee for the effective planning and co-ordination of adult education. This committee is chaired by the chairman of the school and acts as an institutional committee; the primary school headteacher or institutional head is the secretary of the committee. Class representatives, the chairman and the secretary attend the meetings of these committees.

Folk development colleges, hospitals, cooperatives, agricultural training centres, prisons, national service camps, schools and colleges all have literacy committees. Every literacy and post-literacy class has a committee of five members elected by the members of the class. The teacher acts as advisory member of the committee and as its secretary. The committee otherwise consists of a chairman, a treasurer, and two other members.

In addition to the establishment and running of adult education committees, the regions and districts are responsible for the census of adult learners and for ensuring attendance at literacy and post-literacy classes. They are responsible for the establishment and supervision of literacy and post-literacy centres. They are reponsible, too, for the provision and distribution of classroom equipment, the selection and training of literacy and post-literacy teachers, and for teachers' refresher courses. Bearing in mind both the country's scarce financial resources and the fact that most teachers are primary school graduates with very limited training, we have selected the following methods as the most appropriate under the circumstances for the teaching of literacy and post-literacy:

2.8 Methodological Approach

Short lectures of five to ten minutes are employed when the teacher submits completely new facts to the adults, i.e. where they have no background information or experience of their own. These are supplemented by the use of a blackboard for which each teacher develops his own style. Portable blackboards are used but not flip charts because these are expensive.

Teachers have been trained to divide the blackboard into two parts: one side for writing the structure of the talk as the lesson proceeds; the other side for writing down essential facts, figures, new words, names, points to be remembered or discussed, etc. Sketches, drawings, and in some cases diagrams, are used to illustrate the explanation. Adults are encouraged to interrupt and ask questions and discuss points of interest. The teacher has to develop a method of dialogue to involve as many participants as possible and so overcome the shortcomings of the lecture method.

Another method which has been found useful and appropriate in adult literacy and post-literacy is the *dialogue/lecture method*, in which the teacher develops a continuous dialogue with the learners. By carefully formed questions the teacher extracts from the learners whatever knowledge of the topic they may have. When he discovers misunderstandings and gaps in knowledge he expands his explanations. If he has managed to establish a relaxed atmosphere in the group, the adults direct questions to him concerning parts of the topic they have not understood or areas they are particularly interested in and where they want him to elaborate. In this way the lecture proceeds with questions and answers, now and then interrupted by a longer explanation from the teacher. The teacher has to make the same kind of preparations for the dialogue/lecture as for an ordinary lecture. He has to be clear about what he wants the adults to obtain from the lecture. He must steer the lecture in the direction he has decided. But without losing his main direction he should be able to adapt to the needs and interests of his students.

The discussion method is the most popular and encouraged in teaching adults since it provides many of the conditions under which adults learn best. It gives full scope for the participants to make use of their experience in contributing to the learning process. It requires action and response. Adults react more fully to the subject material confronting them because they have to think and formulate their opinions, state those views, and listen to the views of others. In this way more durable learning is achieved. Also, there are for the teacher obvious benefits to be obtained from discussion: He can get much more detailed knowledge of his learners and of their problems; he can find out how much or how little has been assimilated through other methods and can often correct misunderstandings; and he can use discussions to gain the sort of feedback which will help him to plan the next part of the class

programme. General discussion periods can help him in the development of a greater degree of social understanding likely to increase assimilation. At the end of each discussion the teacher and the learners summarize on the blackboard the main facts and ideas brought up during the session.

In folk development colleges *group work* is used because the timetable can easily be rearranged to suit this purpose. Learners are divided into groups and have to report at the end of the session or at the next meeting. Sometimes groups are given short-term or long-term tasks. Short-term tasks sometimes include a number of questions on a particular subject the learners are engaged in and have to discuss in order to pool their experience and clarify views and opinions. Library work is included where possible; extracts from papers and magazines provide basic or additional information. A long-term task can include reading between the meetings, local fact-finding, interviews, etc. When learning elementary economics the adults can be asked to visit markets and shops and compare prices. From their findings they can make an estimate as to how much a housewife could save by buying from the cheapest places.

Another very popular method in teaching literacy and post-literacy, particularly in the folk development colleges, is the *demonstration method*. Many lessons in agriculture, handicrafts and home economics consist of demonstrations of how to do things. Years of experience in teaching people how to do something have proved that neither telling a person nor showing a person is enough, but a combination of telling, showing, and practice, if carefully planned and carried out, can be effective. When teaching agriculture, teachers are expected to combine theory and practice by giving practical lessons on ridging, planting, weeding, and the application of fertilizers and insecticides. A folk development college is a demonstration centre for modern agricultural methods for the adult learners in their community and its vicinity. Once a year a folk development college conducts a college day for the surrounding communities to visit it and to learn from the college's activities on agriculture, handicrafts, home economics, animal husbandry, gardening and health programmes. Home economics demonstrations are conducted on such topics as nutritious food, health regulations, and sewing machines (e.g. names and functions of the main parts of the sewing machine, how to thread needle, bobbin, how to move the handle, how and where to place the material for sewing). Handicrafts classes are offered in masonry and tinsmithery; they are integrated with practical work by learners after demonstrations by

the teacher.

Each literacy and post-literacy book has a teacher's and demonstration guide to help the teacher to plan and conduct his theoretical and practical lessons. The guidebooks have been written to enable the teacher to conduct his lessons using a combination of the lecture, socratic discussion, and demonstration methods. The guides also list the objectives of each lesson, the stages to be followed in conducting the lesson, the questions and the expected answers, visual aids to be used, references for further information, as well as exercises to be given at the end of each lesson.

For folk development colleges syllabuses for all the subjects are prepared centrally (this applies to the other programmes on literacy and post-literacy as well), and teachers have to relate their teaching to the situation of the students and their environment, e.g. the kind of food to be demonstrated, cooking equipment to be used, agricultural crops grown in the area, animals reared, handicrafts practised by the local community e.g. carpentry, tinworking, and masonry.

3. ANALYSIS OF TECHNIQUES USED IN POST-LITERACY PROGRAMMES

3.1 Rural Newspapers

Introduction

In Tanzania rural newspapers constitute an important and powerful force for national development. Our people, both in urban and rural areas, seem to have awakened to this reality particularly in recent years, as mass communication has sought to mobilize them by the analytical interpretation of events. In the so-called developed world, the habit of newspaper reading has greatly influenced people's lives. For most of them, newspapers are an integral part of their daily schedules.

Recently, the developing countries, realizing the importance and role of the press, have launched stupendous efforts by initiating local national newspapers and orientating them towards their national developmental needs. Thus, the press in developing countries has directly assumed an integral role in national development. And as more and more people get to know the papers through formal or post-literacy activities, their dependence on information and education through newspapers will grow. Today, members of the developing countries are opting for the press medium to mobilize their national resources for political, cultural, economic, educational, and health campaigns.

Experiments with rural newspapers began in 1968 when the UNDP/Unesco launched an adult literacy pilot project in the lake regions. This project started its operations in four regions, namely Busega in the Mwanza district, Nansiamo in the Musoma district, Negezi in the Shinyanga district, and Shangiro in the Bukoba district. Mimeographed bulletins bearing the names of the divisions as "Habari za Buzega", "Habari za Nansimo", "Habari za Negezi" and "Habari za Shangiro" were produced and five thousand copies of each were distributed to the respective divisions every month.

The success of this experiment was very much appreciated and steps were taken to improve the undertaking. The Tanzanian government's decision to build further activities on the foundation laid by the NORAD (Norwegian Aid Agency) functional literacy project was met by the willingness of Unesco to fund a project for the development of rural newspapers. In January 1974, together with Unesco's funds, NORAD donated funds for a period of three years up to December, 1976 to assist the Tanzanian government to launch a zonal rural newspaper for the four lake regions which were under the World Experimental Functional Literacy Programme. The paper, called *Elimu Haina Mwisho* (*Education Has No End*), was launched in 1974 and 25,000 copies were produced and distributed every month.

Efforts have been made by the Ministry of National Education to see that rural newspapers are established everywhere in the country. Also, with a view to implementing the 16th Party Biennial Conference directive concerning the immediate establishment of rural newspapers in the whole country, most of the regions and districts have already launched regional and district newspapers through their district and regional writers' workshops. There are already six zonal rural newspapers, namely *Elimu Haina Mwisho* for the lake zone, *Kiendeleze* (*Continue Learning*) for the eastern zone, *Sauti Yetu* (*Our Voice*) for the northern zone, *Mfahamu* (*Get to Learn*) for the southern zone, *Mwangaza* (*Our Light*) for the southern highlands zone, and *Elimu Yetu* (*Our Education*) for the central zone.

Target Population

The rural newspapers are, as the name implies, for the rural community, a community to which 90 per cent of the total population must be reckoned and which, because of distribution and transportation difficulties, is not reached by the national newspapers *Daily News* and *Uhuru*. The rural newspapers are supposed to reach every household in more than 8,000 villages. However, because of the shortage of printing materials, especially newsprint facilities, the target groupd has been restricted to those new literates graduating from functional literacy classes who have attained stage IV.

Objectives

The general objectives of the rural newspapers in Tanzania

are:

- to ensure continuing education for the rural population;
- to keep the rural population regularly informed of local, regional and national events;
- to provide readers with practical information for the improvement of cultural techniques, health, economic and social conditions;
- to encourage the habit of newspaper reading;
- to encourage the establishment of a decentralized local press and help the rural population to learn to express itself in the press;
- to ensure the participation of the readers in the process of economic and social development;
- to provide an instrument for dialogue between the administration and the rural development;
- to contribute to the development of the national language, culture and tradition.

Content

The main difference between the existing Swahili newspapers in Tanzania and the rural newspapers is that the latter's content is tailored to the material needs of the newly literate readers. All the rural newspapers in the country have the following pattern of the content: The front page carries national and sometimes international or local news which is of general interest to its readers. An attempt is always made to interpret the news and relate it to local needs. The second page carries news from regions covered by the newspaper. The news on this page reports on development activities with a view to encouraging and stimulating readers to similar undertakings. The third page carries additional news of general interest, letters to the editor, commentaries and announcements. The fourth page is known as a "Do it yourself", "Improve yourself" page. This carries "Service articles such as "How to grow better cotton", "How to make a chair", "How to make a wheel-barrow", "How to apply fertilizers", etc. Readers study, discuss and decide on what can be put into practice. The implementation is done either individually or in a group as a class. This page is very much liked not only by the readers for whom it was intended but also by others who know it. Its "How to" and "Do it yourself" are very popular. They have

made the whole newspaper popular.

Presentation

The rural newspapers in Tanzania are tabloids of four columns each with slightly varying sizes in length and width as follows: *Elimu Haina Mwisho*, the lake zone and mother newspaper, was formerly 16 1/4" x 23 3/4" but it is now 10" x 15", *Jiendeleze*, *Tujielimishe*, *Tujifunze*, *Mwa Yetu* and *Elimu Yetu* are 11 1/2" x 16 1/5". The aim is to have all the papers 12 1/2" x 16 1/4", with the exception of *Elimu Haina Mwisho*. Like other newspapers, the zonal rural newspapers are prepared in various sizes. Most newspapers in Tanzania, such as the *Daily News*, *Uhuru*, and *Mzalendo*, are printed in letter size 12. The reason for the conventional use of letter size 12 for the text is that it displays the ideal legibility for neo-literate readers.

There are three main styles of layout: vertical, horizontal, and block layout (i.e. vertical and horizontal layouts mixed together). This kind of layout is preferred to other types because it attracts the reader. It increases readability, provides page variation by giving a balanced design, is clear and simple and easy to work out, and is modern. The rural newspapers often use centred headlines, flushleft headlines, step headlines, banners, and (very seldom) strap headlines. These various types of headlines are easy to read and neat. Research was conducted before letter size, layout, illustrations, headlines, vocabulary, and sentences were chosen and adopted. There is a full-time reporter in every district and region whose responsibilites are to coordinate the collection of news, and to edit and to submit news items to the zonal headquarters of the newspaper. In addition the reporters have the responsibility of distributing the newspapers, via the adult education coordinators. Each zonal headquarter has a basic staff of five, consisting of an editor, a journalist or assistant editor, a technician, a typist/composer, and a messenger. These editors and their assistants are mostly former teachers who have attended seminars, workshops or short courses as a preparation for their journalistic jobs. The technicians are not teachers but have undergone some training in their technical job, particularly in printing techniques.

Retail Price

All the zonal rural newspapers are sold at a nominal price

of twenty cents a copy. They are sold by the adult education field staff and the reporters. Receipt books, cash ledgers and distribution forms have been prepared and are being used te record the sales of the newspapers. Each zonal newspaper headquarters has an account with the National Bank of Commerce and a cheque book to operate the account, which requires three signatories.

Distribution

The zonal rural newspapers are sent to the regional headquarters. From there the adult education coordinators and the regional reporter distribute them to the districts. The adult education field staff then bring the newspapers to the wards and the villages. Each zonal headquarters of the newspaper and each regional and district adult education coordinator has a landrover. Each divisional adult education coordinator has a motorcycle and each ward adult education coordinator has a bicycle.
Apart from being distributed to post-literacy classes, copies of the zonal rural newspapers are sent to each rural library and to key political and government leaders at the national, regional and district levels.

Production Costs and Sources of Finance

So far, 100,000 copies of *Elimu Haina Mwisho* have been produced monthly, while the remaining papers have a circulation of 25,000 copies. *Elimu Haina Mwisho* has its own printing press. At its inception in January 1974, it made use of a neighbouring missionary press. By July 1975 its own press became fully operational. Although this press was established primarily for the rural newspaper, by and by it became a general facility for other literacy publications. The equipment includes a Heidelberg printing press and complete offset processing and reproduction equipment. It is served by verityper composing machines, graphic materials, and cutting and stapling equipment. There is also a folding machine, which has made work easier. The sister rural newspapers use the facilities of commercial printing presses in their vicinity or the adult education printing press in Dar es Salaam. Such arrangements have many disadvantages, such as delays caused by the owners' priorities and by the lack of opportunity to supervise the work and alter plans. And where distances are considerable, extra expenses are incurred.

It costs about 70 cents to produce a copy of a rural newspaper. Each year the government earmarks funds in the recurrent budget for salaries, production and distribution. The whole programme of zonal rural newspapers in Tanzania is partly funded through Unesco by funds in trust of NORAD.

Linkage with Other Post-Literacy Programmes

In addition to zonal rural newspapers, there are rural libraries, radio education, correspondence education and cinema vans. All have a common objective of post-literacy and aim at the same target group. These various educational efforts reinforce each other. Therefore cooperation and coordination is necessary between them. Rural newspapers write about rural libraries and reproduce radio topics, as well as publishing radio timetables. Rural libraries have written material in stock, lend it out for reading, and use it in discussion groups. Educational radio reproduces articles from newspapers and prepares programmes about the others.

Evaluation

In an attempt to evaluate and carry out research on the rural newspapers, two approaches have been adopted: the general approach and the specific approach. The general approach aims at determining at certain stages the extent to which the project is meeting the objectives of the project operation plan. The stages comprise a mid-term and a terminal evaluation. The plan also envisages research and studies on specific aspects of rural newspapers. Field observation is used for feedback purposes. Constant field visits are undertaken by the zonal rural newspaper project editorial and distributing staff and by the evaluation unit. These observations are designed:

- to survey the distribution of the newspaper;
- to survey the progress of the formation of post-literacy classes;
- to survey the actual use of the newspaper; and
- to provide on-the-spot solutions for problems.

A survey carried out in 1976 by the evaluation unit, which asked a sample of 141 readers to mention any newspaper they read regularly, revealed the following order of preference:

Name of newspaper	Number of those who mentioned it
Elimu Haina Mwisho	137 (97,2 %)
Uhuru	111 (78,7 %)
Daily News	57 (40,4 %)
Mzalendo	44 (31,2 %)
Sunday News	19 (13,5 %)
Mohi Yetu	13 (9,2 %)
Ukulima Unkiasa	3 (2,1 %)
Kiongozi	12 (8,5 %)

Other aspects researched are the readability, style, content, approach and presentation of the rural newspaper. Apart from feedback observation visits, other approaches include interviews and pre-tested questionnaires.

3.2 Rural Libraries

Introduction

The party and government policy in Tanzania is to set up simple village libraries for the 8,000 or more villages to provide various types of books suitable to adults who have attained literacy through their participation in the national fuctional literacy programme. The first few libraries were established in 1969 in the lake zone. The number has increased with time so that each ward on the Tanzanian mainland has now been provided with a rural library centre. Currently there are 2,781 rural libraries throughout the Tanzanian mainland.

Although emphasis is placed on new literates so that they do not relapse into illiteracy, rural libraries are actually meant for the total rural community.

Objectives and Intended Use

The national efforts to eradicate illiteracy have required the following aims and facts to be taken into consideration:

- that methods and approaches be established in order to check the relapse into illiteracy by the new literates;

- that the knowledge and skills acquired by participants through the functional literacy programme be further strengthened;
- that some persons, who had gone through the formal system of education, had again relapsed into illiteracy;
- that since literacy and adult education as developmental factors operate within a largely ignorant and illiterate environment, there is a need for creating an adequate learning environment and literacy;
- that since literacy and an adequate education are accepted factors in the national development strategy, it is necessary to create facilities for the provision of lifelong education.

It is expected that by the time of the national literacy test in August 1981 about five million adults will have become literate through the national functional literacy programmes. In order to meet the above considerations adequately, further specific needs have been identified:

- the lack of suitable reading material for the new literates;
- the lack of suitable reading materials for adults, particularly in the rural areas where the majority of the people live;
- the lack of suitable reading materials which are specifically oriented to development;
- the lack of specific facilities, as well as the lack of integrated institutional support;
- the problem of moving away from habits of "mere reading" to a situation that demands habits of "reading in order to learn and to apply", since more that 90 per cent of our population live in rural areas. The already established library system under the Tanzanian library services (TLS) serves mainly the urban population. With increasing awareness the need was felt to establish a rural libraries service.

Organisational Structure and Management

As stated earlier, rural libraries started in the lake

zone on an experimental basis. Since the end of the pilot project in 1971 they have been implemented throughout the country. They are managed as part of the literacy environment programme by the Ministry of National Education through the Directorate of Adult Education and the National Literacy Centre, which were formed in July 1976 to continue the activities of the UNDP/Unesco experimental functional literacy projects. In the regions, districts, division and wards they have been under the supervision of the adult education co-ordinators, who had to visit and report on them and make the usual quarterly reports, which have to be submitted to the Directorate of Adult Education of the Ministry of National Education.

Staffing, Training of Personnel

They are staffed with rural librarians who are primary school leavers. Most of them are functional literacy teachers who have had a two-week orientation course on library techniques. In addition they have regular one-week refresher courses every other year. Their duties include library centre organization and administration; checking the quality and quantity of the materials into the acquisitions register; serving as discussion group leaders; lending materials out within the surrounding area and circulating them at the centre; record-keeping for the required monthly and quarterly reports on library membership, reader suggestions and inquiries, visits made, and visitor group discussions and their suggestions; and reader counselling.

In each district there is a district librarian who is selected from among the ward or divisional adult education coordinators and given a one-week orientation course on library techniques. The duties of a district librarian include formulation, organization administration, and expansion of the rural libraries services; giving quarterly and annual progress reports; administering and organizing the rural library service of the district; coordinating all library activities; quarterly evaluation of the rural library services by means of special evaluation instruments; and preparation of a quarterly report on its results for dispatch to the Ministry of National Education, the regional headquarters of the National Literacy Centre in Mwanza, a reference copy of the report being retained at the district library. He is also responsible for the acquisition and distribution of library books and equipment to wards and village libraries; organizing (in collaboration with the Tanzanian Library Service and the National Literacy Centre) training seminars for

district, ward and village leaders and librarians of the rural library services to run rural libraries. He has also to supervise the use of rural library materials and funds to make sure that the district authorities are using such materials and funds for the purpose of consolidating, promoting and expanding rural library services. He has to advise party and government leaders on matters concerning the development of rural library services, organize visits, advise the district education officer on all village and ward librarians problems, and attend all district adult education committees as a special member for rural library services, and co-ordinate activities and collaborate with the Tanzanian Library Service and rural library services in the district.

It is intended to replace the existing rural district librarians by professional librarians as well as to appoint professional regional librarians as soon as possible to undertake the functions executed by district librarians at regional level.

Physical Characteristics

Local authorities are being encouraged to erect standardized buildings for housing these rural ward libraries; at present the libraries are located in a number of places including primary schools, dispensaries, primary courts, cooperative societies, party offices, and sometimes private houses. Ideally the rural library should be equipped with shelves, cupboards, chairs, book-boxes/bags and tables. Some of them lack some of this equipment. The rural librarian is provided with a bicycle and a book box/bag for circulating books to the outlying villages. The library usually opens for four hours a day, usually in the afternoon, to allow library users to borrow, return or read books and newspapers or to use any visual materials. Each rural library receives monthly a free copy of the zonal rural newspaper. An experiment is currently taking place in the lake zone to provide pressure lamps so that libraries may be used in the evenings. The librarian is paid a small fee of about thirty Tanzanian shillings a month if he runs the library without an adult literacy class; with an adult literacy class, he is paid twice as much.

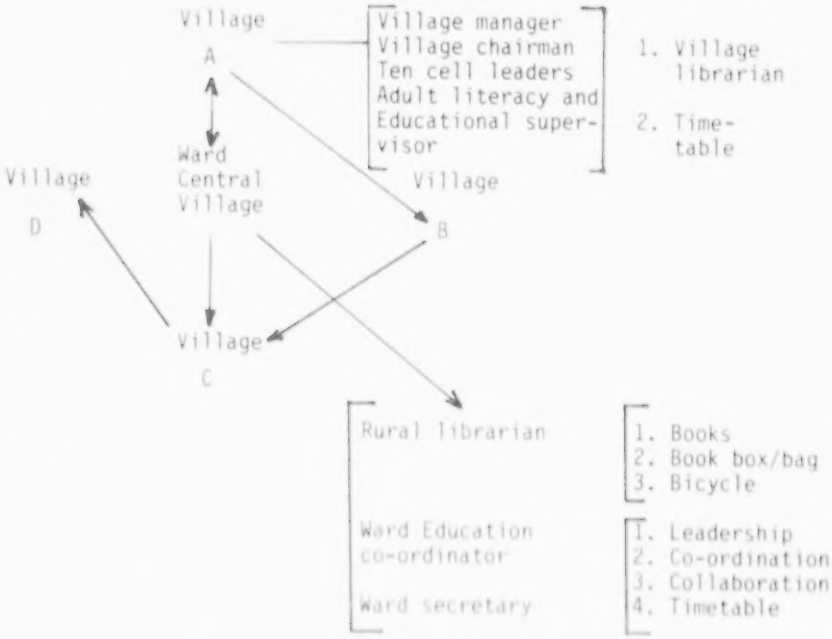
In order to strengthen the functioning and utilization of the library, the rural librarians have been instructed to encourage the formation of discussion groups composed of library members. The purpose of the discussion group is to discuss the

material they have read which could be of interest and practical relevance to their local situations. It is hoped that through dicussion they will be able to arrive at solutions for their day to day problems.

Diagram 2 explains how the distribution service through the book box/bag and the bicycle operates:

Diagram 2

Distribution Service for Rural Libraries



Explanation

A book-box/bag is taken to village A by the rural librarian. It is accompanied with lending membership registers and a list of books indicating the quantity sent. The village librarian is selected by the literacy and adult education supervisor manager, chairman and ten-cell leaders. This exercise is carried out un-

der the chairmanship of the ward secretary together with the ward education coordinator. A timetable is devised for use by the rural librarian in rendering the services at the ward centre and outlying villages.

The book-box/bag remains at the village for two weeks; at the end of the second week, all borrowed books should have been read and returned to the village librarian, who collects the book-box/bag, the books and the relevant registers. Once the ward librarian has returned to his ward centre, he makes sure that he has accounted for any book discrepancy. He then transfers the membership and lending records for each village to the main ward central library's record registers before the book-bag/box starts its journey to other villages.

To make sure that books are always available, the ward librarian has to have more than one book-box/bag for each village.

Supply and Replenishment System

The rural ward libraries are expected to be stocked with almost 500 titles, two copies per title. But the actual situation at the moment is that each ward library has a minimum of 400 titles, two copies per title. Most of the books are purchased from commercial publishers while the rest are produced by the Ministry of National Education as a result of the efforts made by writers' workshops. All these are distributed free to the libraries. The books purchased from commercial publishers cost, on average, about twenty Tanzanian shillings each.

Each ward library receives a free copy of the zonal rural newspapers. The Ministry of National Education spends about 1.5 million shillings for buying new books for replenishment. There are about 1,000 Swahili titles in Tanzania; the problem is that even if all these books were bought, they would not be suitable for our new literates as they have not been written specifically for them. Also not all of them are suited to our national, social, political and economic goals of development. Because of this some rural libraries do not have a sufficient variety of books. As a result of this, all of the existing books have been read by some of the adults. There is also the further problem that book supplies are not replenished adequately.

Financial Resources and Costs

Subsequent to the experimental phase of the work-oriented adult literacy pilot project of 1968/72, a follow-up library project was launched between 1975 and 1977 in the lake regions, using funds from UNDP through Unesco, the executing agency. Since then the Ministry of National Education allocates about 1.5 million shillings for rural libraries all over the country. SIDA also provides funds. The aim is to expand the programme to reach all of the more than 8,000 villages in rural Tanzania. The UNDP/UNESCO input during the experimental phase was worth US $ 500,000. Through funds in trust, Unesco has shown interest in expanding the project along with the zonal rural newspapers.

Evaluation

In 1975 and 1976 the Evaluation Unit undertook an evaluation of the rural libraries in the lake zone. The findings showed that the majority of the rural libraries are housed in primary schools. This is a good thing because primary schools are educational centres and possess the desired literacy environment. However, the adult education authorities need to be vigilant to ensure that the rural libraries are not converted into primary school libraries as has happened in some cases, an additional problem is the fact that in the majority of cases, the houses or rooms in which the libraries are kept are certainly not conducive to provision of good library service. In the first place, those who keep the libraries in the houses do not have full control over these shelters since they do not belong to them. Secondly, the space in these shelters seems to be too small. Finally, there are no facilities, forms, tables, etc., which the readers can use when they come to the library. The librarians seem, on the whole, to be spending a considerable amount of their time in providing library services to readers. This seems to serve as a good indicator of their willingness to provide this service. This observation becomes more true when one considers the odds against which they work. However, the findings also show that this willingness is not stable. This is made clear by the considerable rate at which the librarians leave their work. There is, therefore, a need to think of ways and means by which the librarians' zeal can be maintained and stabilized.

This objective is likely to be achieved if the librarians are supplied with enough material and equipment, given adequate training, and are paid on a regular monthly basis.

The rural librarian seems to be a very busy person. He is supposed to open the library at least twice a week, form and lead library discussion groups, keep records on various aspects of library service, and also work on his farm or attend to his primary school teaching, etc. In view of all this the librarian is likely to forget certain aspects of running a rural library as they were imparted to him during training. It is therefore advisable that a written guide be prepared in the form of a manual containing a summary of what a librarian is supposed to do and how he should do it. This should then be distributed to the librarians as well as the supervisors.

The findings reveal that the current stock of books does not meet the needs of the library users, both in terms of quantity and quality. For example, there is a great demand for development- and culture-oriented reading materials. The findings, once more, point to the weakness of the supervisory structure. It is apparent that the majority of librarians are running the libraries with very little assistance and guidance from the supervisors. In some districts the majority of the library members are neo-literates and participants in literacy classes; in others, people who already have primary education and above form the majority of members.

3.3 Correspondence Courses

Agencies

In Tanzania correspondence courses are offered by the National Correspondence Institution, which was formed in 1970 and which constitutes yet another strategy to bring, as Coombs puts it, "the newly literate and the already schooled closer to or abreast of the new knowledge, skills and methodology". It is an important arm of the Institute of Adult Education, which became an autonomous body in 1975 by an Act of Parliament.

Target Populations

The correspondence students in Tanzania are mainly town dwellers. They comprise primary school teachers, farmers, clerks, politicians, the self-employed, and factory workers. The research study "Profile of Motivational Orientations of Correspondence Students in Tanzania" conducted by Professor Kassam in 1977 made the following observations about students:

(1) *Age:* The majority of the learners (62.9 %) were between 21 and 30 years of age; 21-25 (30.1 %): 26-30 (32.8 %).

(2) *Educational Level:* The majority of learners (21.3 %) were primary school teachers. Clerical and administrative personnel made up 16.4 % and farmers 12.6 %.

(3) *Sex:* The majority of the learners were males (94.2 %). Females constituted only 5.8 %. Occupation-wise the percentage of the in-service teachers has more than doubled if we include the teacher trainees who are currently taught by the Correspondence Institution under the Universal Primary Education programme.

Following the observations made by Professor Kassam we can note that a typical correspondence student in Tanzania is between 21 and 30 years of age. Normally he lives at subsistence level and has an extended family. He travels a few miles to collect his mail and uses a small lantern to study, due to lack of electricity in his home. His studying has all along been hard, taking place as it does in a country devoid of an efficient transportation network and in which regional centres are not sufficiently equipped and staffed to run correspondence courses. Between 1972 and 1980, 41,465 students enrolled for correspondence courses.

In 1974/75, it was discovered that there were many more school-age children than the society had ever thought of. Therefore, the Party directed the Ministry of National Education to design ways and means by which extra teachers could be obtained to meet the challenge. In the following year the Ministry, working in conjunction with the Institute of Adult Education, managed to recruit 40,000 standard 7 leavers to be trained as teachers within three consecutive years.

The programme started with the preparation of Divisional and Ward Adult Education Co-ordinators (about 2,400) by giving them seminars on how to go about supervising the trainees in their operational areas. In 1976/77, when the programme began, 15,000 teacher trainees were trained. In the following year, 1977/78, 12,000 received training. And in the subsequent year, 17,000 more students were trained. In addition to the teacher training for Universal Primary Education, the Ministry of National Education has since been using all the means and the meagre resources it has to train and retrain its teachers by using mass media. The UPE programme already discussed and the In-service Teacher Training Programme inaugurated on 18th Novem-

ber, 1980, by the Minister of National Education, Ndugu T. Siwale, are the two programmes in mind for this purpose. While the UPE programme is geared towards self sufficiency in manpower requirement at the grassroots level, the primary I and II training programme aspires to raise the quality of in-service teachers.

Objectives

Basically the establishment of the National Correspondence Instituion in Tanzania was triggered off by three factors:

(1) The desire to educate the masses for rural transformation.

(2) The need to train the middle cadre to fill the vacant posts in the government apparatus in the wake of independence.

(3) The need to educate Tanzanians on their national policy of socialism and self-reliance.

Since the launching of Universal Primary Education in 1977, the National Correspondence Institute has the aim of ensuring self-sufficiency in manpower requirements at the grassroots level and to raise the quality of in-service training for teachers.

Content

Since our students are goal-oriented, our duties are tailored towards the same direction. The majority of the courses, therefore, are academic. If they are grouped into categories, there are five types of courses; namely mass elementary or basic courses. 'O' level courses, 'A' level courses, professional courses, and teacher training courses.

The courses are based on the National Syllabi from the Ministry of National Education. Production of the courses and the tutoring are centralized in Dar es Salaam. This is not only for purposes of close supervision and control of quality, but also for the reason that in Dar es Salaam qualified personnel in various fields are easier to obtain. 'O' level courses (stages I - II) outnumber other courses. The attempt to bring most academic courses up to 'A' level (stage III) has not as yet materialized, except for Kiswahili III. Lack of funds to finance production has been the problem. The size and length of these

courses varies, depending upon the amount of content the course contains. It should therefore be no surprise to see one course with 10 units only while another one has as many as 32 units. The 'turnround period' (time covered from the moment a unit is posted to the student to the time it comes back to headquarters for marking) is two weeks for Dar es Salaam students and an average of three weeks for up-country students. But in certain cases this has not worked as planned owing to the problems of the transportation system, inadequate postal service, and occasional negligence on the part of a few part-time tutors.

For the teachers being prepared for Universal Primary Education, the courses in the first two years are on psychology, Swahili and mathematics. In the third year the courses are on the analysis of syllabuses used in the primary schools, along with follow-up courses on political education, English stage I, and geography stage I.

The courses for the in-service teacher training programme for primary I and II teachers are offered on Swahili and mathematics. The courses are to be studied for nine months through correspondence and three months in the Colleges of National Education for conventional face-to-face tuition. Marking of the scripts and counselling is done by the National Correspondence Institution. The NCI has already organized a workshop for part-time tutors who will be marking the scripts and providing tuition to the teachers to be retrained.

Organizational Structure

As stated earlier the National Correspondence Institution is a department under the Institute of Adult Education. At the Institute's level, therefore, the Director takes overall charge. At the department level, the Head of the Department shoulders the responsibility of the entire unit. The department is divided into sections to ensure sound co-ordination of activites. The sections in turn form sectional committees which sit from time to time to review progress. Altogether there are seven committees, namely, the Advisory and Executive Committee, Administration Committee, Academic Committee, Finance and General Services Committee, Editing and Printing Committee, Counselling and Students' Affairs Committee, and Universal Primary Education Committee.

The first four are the basic ones and are chaired respec-

tively by the Head of Department, Deputy-Head, and the Principal Academic Co-ordinator. As mentioned earlier, the Head of Department is the Principal Officer of the Correspondence Institution who guides its policy. His Deputy-Head is the Chief Executive Officer of day-to-day administration of the Institution. The Principal Academic Co-ordinator is answerable to him for all academic matters such as the syllabi, teaching methods and techniques. He also looks into evaluation instruments and works in co-ordination with the Institute of Education.

The advisory committee consisting of all heads of sections and chaired by the Head of Department has the additional role of a disciplinary committee. The Sectional Committees (drawing all members from their sub-section) execute the plans brought up by them and approved by the advisory and executive committee. One therefore sees a chain of actions between sections. The failure by one section to implement its planned targets will certainly paralyse the activities of the others and consequently of the entire Department.

In the light of the hardships faced by students in pursuing their studies, aggravated more often than not by the vast geographical distance between the students and their tutors (some of whom they will never have the opportunity to see), the student service section, popularly known here as "Counselling Section" has been set up. It looks into the students' problems and acts as a link between the student and his cours tutor. It provides letters, bulletins about face-to-face interviews or information booklets, and attends to students' initial inquiries about fees, registration procedures, the type of courses offered, as well as attending to some administrative problems such as quick delivery of students' mail. Along with the Principal Academic Tutor it organizes seminars and workshops for part-time tutors to look into new fields of knowledge and new techniques, methodology and approach. Counselling is done through face-to-face interviews (especially so with the students in Dar es Salaam), telephone calls and letters. An average of 150 letters on different queries are received daily in the counselling rooms. Where funds and manpower permit, yearly visits are made to the Regional Headquarters so that students in the region can meet the tutor/counsellor from the National Headquarters and present their problems.

For each course, there is a course supervisor and an average of two part-time tutors. The tutors possess high qualifications. They are either university graduates or the equivalent.

Part-time tutors are selected by a recruitment committee - a sub-committee of the Academic Committee set up for this purpose.

Before being entrusted with the responsibility of tutoring, the Principal Academic Co-ordinator organizes a seminar for them on how to go about their work. The duties of the full-time tutor are clearly defined as follows:

- Writing correspondence courses on his subject;
- Keeping the course up-to-date in accordance with the syllabus changes and examination requirements;
- Giving tuition to students studying his subject;
- Supervising part-time tutors by periodical checking their efficiency in commenting on students' written assignments;
- Supervising part-time course writers;
- Giving tutorial advice to part-time tutors whose efficiency is considered below average.

There are altogether 28 permanent tutors holding university degrees or equivalent qualifications at the National Correspondence Institutions Headquarters and 78 part-time tutors spread out through all the courses.

At the NCI Headquarters the National Universal Primary Education Co-ordinator works hand-in-hand with the tutors and administrators of the Correspondence Institution.

Since the Correspondence Institution is a department of the Institute of Adult Education, it uses, for distribution and supervision of the courses in the field, the resident tutors, who are posted into all the twenty regions in the country. The regional district and divisional adult education co-ordinators are also used.

Publication Motivation

The present political, social and economic challenges in Tanzania and throughout the world provide inspiration for Tanzanians to enrol in correspondence courses. For, as President Nyerere points out in very clear terms, "We are all creatures of our time and place" (*Daily News*, February 12, 1981).

The most plausible motivating factor for higher education is certainly material satisfaction. This is verified by Professor Kassam in his research findings; he discovered that most of the students are workers (87.4 per cent). They are therefore goal-oriented learners who either aspire to sit for national form IV and VI examinations and obtain certificates or who want to get better jobs. And finally, there are those who want to improve their work proficiency to obtain better positions in their work. The twenty-one- to thirty-year-old students in Tanzania today are very much concerned about what the future will hold for them.

The resident tutors and the regional, district, divisional and ward adult education co-ordinators publicize of the Correspondence Institution through the regional adult education committees at their levels. The radio programmes broadcast by the Directorate of Adult Education, Institute of Adult Education and National Literacy Centre in Mwanza are also used to motivate adults to enrol in the correspondence courses.

Fees

The fees paid are minimal and cover mainly the cost of paper and mailing charges. They are deliberately kept low since this is a service institution and not a commercial organization.

Costs and Financial Resources

The long-term gigantic project is a product of technical and financial co-operation between the Swedish International Development Agency (SIDA) and the Tanzanian government. At the initial stage SIDA contributed grant-in-aid for equipment, a proportion of the running costs for the first five years, and the services of five expatriates with skills in teaching by correspondence and radio. To understudy them there were Tanzanian graduates and a few auxiliary staff. The local graduates were trained in such specialized fields as management, editing, printing, radio programming and counselling to take over the project on the expiry of the five year contract. The 17 million (Tanzanian Shillings) building along Umoja wa Wanawake wa Tanzania Street is now in unse. SIDA made a contribution of 15 million Tanzanian shillings in aid towards the construction of the building while 2 million Tanzanian shillings were provided by the Tanzanian government.

The programme of training teachers through correspondence courses has proved cheaper despite the ground work and elaborate plans involved: It costs 3,000 Tanzanian shillings per annum per student as compared to 15,000 Tanzanian shillings per student in the Colleges of National Education.

Linkage with other non-formal programmes and the formal system

The Correspondence Courses are publicized by the adult education radio programme as well as by the rural newspapers, which also advertise new correspondence courses. Rural libraries are used by the correspondence education students for reference work and also as centres for studying and working. The same applies to folk development colleges, whose tutors also assist correspondence education students. Tutors and teachers in the formal system of education are used to prepare syllabuses and courses for the correspondence programme. Tutors of the College of National Education are used for face-to-face coaching of the teachers for Universal Primary Education.

Evaluation

The three year programme for teachers of Universal Primary Education is now over and an evaluation has been carried out. On the whole the programme has registered great success: Out of the targeted 40,000 teacher trainees, 12,470 students qualified in 1978/79 and 10,057 students in 1979/80. In May 1980/81 a total of 16,645 are expected to sit the examination. It has further been revealed that the Universal Primary Education graduate has proved to be more stilled in practical teaching, than his colleague in the normal College of National Education. However, much still remains to be done in the cognitive domain, specially with respect to the mastery of mathematics. The work of the correspondence institution has been as follows: organizing the programme, producing course material, marking scripts for the 3 follow-up courses, counselling, and evaluating the programmes both formatively and summatively.

As regards the in-service teacher training programme for primary I and II teachers, the data show that 4,185 teachers have been registered in the 8 mainland regions. The target is to retrain 8,000 teachers. The programme will remain a permanent feature in the Ministry for years to come.

As regards the normal courses of the Correspondence Institution, some of them are self-contained, i.e. the study unit is sufficiently condensed so that sometimes the need for a textbook to supplement the unit is not called for. This hardly needs any emphasis in a country where the inadequacy of a recommended text is rampant and arouses national concern.

The notable features about these courses is that they begin with simple lessons which gradually grow harder and harder as one proceeds. All lessons in the study unit contain a number of self-test exercises with which the student can measure his/her understanding of the study material. In addition, there are written assignments towards the end of the unit or in the work books, which have to be submitted to the NCI headquarters for marking. Again there is a page reserved for the student to write questions on his/her feelings about the course unit to his/her tutor. In this way the student and the tutor can communicate. As to the question whether our students have benefited from our courses by passing such national examinations as forms IV, VI or qualifying for 'O' level examination, the answer of course is that we have so far depended on letters of appreciation from the successful students. In 1978, for example, we received 19 such letters.

3.4 Folk Development Colleges (FDCs)

A delegation from Tanzania including representatives from the Ministry of National Education, TANU and the UNDP/UNESCO Literacy Project in the lake region visited Sweden in the fall of 1971 to study the Swedish educational system. In their report the delegation stressed the important role of the folk high schools in developing Swedish society. The delegation gave an account of some of the advantages of these schools, the flexibility in programme and work, the focus on development of the personality, responsibility and spirit of co-operation, the absence of formal grading of the participants, and finally the very intimate relationship between teachers and students. The delegation strongly recommended that some of the adult education institutions in Tanzania should be developed on the patterns of the folk high schools in Sweden.

At the beginning of 1974 a committee was appointed to survey the possibilities of introducing and adapting the folk

high school idea to the Tanzanian situation. The Ministry of National Education also requested Swedish consultants to examine the possibility of introducing and adapting the same. The consultants' report was presented to the Ministry of National Education in September, 1974. It recommended that folk high schools be established under conditions similar to those prevailing in Tanzania at the present time. Discussions with representatives of various organizations, institutions and authorities revealed that there was great interest in establishing one folk development college in each district by 1980. In the same year, 1974, a working committee was established by the Ministry of National Education to be responsible for the overall planning and administration of folk development college activities.

The working committee is now called the 'Secretariat', which is one of the five sections of the Directorate of Adult Education in the Ministry of National Education. The first folk development colleges were opened at the beginning of 1976.

Type of Programs

Folk Development Colleges (FDCs) in Tanzania are rural training institutions which provide adult learning for effective development. Most of these institutions are located in rural areas. They are used for the provision of knowledge and skills to any interested adult. The FDC project was launched in Tanzania in 1975 as a multi-purpose adult education project aimed at maximising educational impact in every district in order to raise the general level of economic activity while at the same time creating a much more co-ordinated and integrated approach to the training requirements of the villages.

Since FDCs are there to provide new knowledge and skills to the Tanzanian people, many have started running economic activities which are aimed at reducing their running costs. Such projects include the establishment of canteens, retail shops, vegetable and fruit gardens, animal husbandry and other projects. These projects have had a remarkable impact not only on the participants but also on the communities in which the colleges are located. People from the surrounding area are usually invited to visit the FDCs to see and learn how the projects are run. This in time helps them to change their attitudes and to apply new techniques. The main aim of the FDC project is to train adults from the villages, with the assurance that they will return to their villages after their training. The training

they get is not intended to produce people who will go to the towns to look for jobs. This directive is in accordance with our national policy, which puts much emphasis on the development of rural areas - where 90 per cent of our people live. In view of this rural development policy, the FDC graduates are supposed to go back to their respective villages where they will use their new knowledge and their skills for the benefit of all villages.

Adults are enrolled in Folk Development Colleges after the college leadership, in collaboration with that of the district, has critically examined the problems and training needs of the villages. Normally this is done by going through the district development plans and visiting villages to see the real situation. Before a training programme can be prepared, approved, and publicized by the colleges concerned and the college board, it has to be made certain that there is adequate teaching material and staff and that the participants have been nominated/selected by their village councils. An adult will then be enrolled in the Folk Development College if he/she is a member of a village, government, ministry, or quasi-governmental organization and is willing and committed to work in the village after the training. He/she should be strongly committed to education for the benefit of his/her village, should be an adult (normally 18 years and above), should be literate or a learner in a literacy class, and should be co-operative and resourceful. Due to the newness of the project, lack of manpower and shortage of funds, it has not yet been possible to identify all the problems and needs of the villages.

The average FDC in Tanzania has a capacity of 60 places. The biggest Folk Development College can take 250 adult learners while the smallest can take 40 adult students.

The aims and objectives of the Folk Development Colleges Project are:

- To develop the whole personality, the ability to think and to participate in the economic, cultural, political and social life of the community. The FDCs are intended to produce people who are able to identify their prob-

lems and act on them in an intelligent way.

- To help all the people to understand the country's policy of socialism and self-reliance, and to encourage them to contribute positively to the political life of their communities.
- To improve the knowledge and skills of adults in such fields as agriculture, handicrafts, domestic science, health and water supply. This is based on the fact that knowledge of Tanzanians must keep increasing and changing in order that new techniques can be applied to increase production.
- To develop democratic and co-operative knowledge and skills among the people, particularly in Ujamaa villages. Man cannot survive in isolation; it is only through co-operation with others that he can be liberated from the constraints of nature and those imposed on him by his fellow men.
- To help in the training of leadership skills to promote participation and self-reliance within the community.
- To increase the knowledge of Tanzanian culture and to promote an active involvement in cultural activities.
- To achieve a wider understanding of the world and increase the ability to participate in international affairs.

In view of the above aims and objectives it can be said that the Folk Development Colleges have a political, economic, social, and cultural function.

Curriculum and Extra-Curricular Activities

The FDC programmes are organised on the basis of carefully selected courses aimed at providing knowledge and skills to the participants. The courses offered by the FDCs are in:

- Political Education
- Applied sciences
- Agriculture
- Home Economics
- Accountancy
- Rural Development
- National Culture.

These courses are taught and geared towards helping the participants to enhance the rural development process. As has been stated above, on the completion of the course, the participants go back to their respective villages to apply the knowledge gained in the promotion of rural development.

The knowledge and skills gained in the FDCs have the function of increasing man's physical and mental freedom so that he is able to increase his control over his own life and environment. Thus the education given aims at the humanisation of man through his conscious action to transform the world. It can be argued therefore that the FDCs are educating for liberation because, according to the Tanzanian development philosophy, "Development is for man by man and of man" (Nyerere, ICAE 1976). The education provided is aimed deliberately at increasing the ability of the participant for self-determination. So the ideas gained in the FDC must be liberating ideas. Also the skills gained must be liberating skills.

But the education for liberation in the FDC must also be education for co-operation among the participants. "Education for Self-Reliance" expresses the idea of co-operation categorically: "The educational system must foster the social goals of living together for the common good" (Nyerere, 1968).

In Tanzania the integration of theory and practice in folk development college training is very important. Since the training is work-oriented, 60 per cent of it is practically oriented while 40 per cent is theoretically oriented.

As regards extra curricular activites, all members of the staff in the Folk Development Colleges are expected to participate in various activities such as teaching literacy classes in nearby villages and making follow-up trips to the villages to see what the FDC graduates are doing. Due to lack of funds and transport, these follow-up activities have not been very successful.

Course Duration

The length of the courses depend on the subjects to be taught and the urgency of the needs of the trainees. There are long and short courses. The short courses take a few weeks to six months and are well-designed for teaching a single subject such as poultry keeping, horticulture or hog raising.

The long courses last from six months to two years. Teaching is based mainly on the elaboration and inclusion of almost all the techniques and principles described earlier. General subjects such as political education, cultural activities, rural development and accountancy are also taught. The Kibana Folk Development College, which is mainly for training principals, teachers, and other staff for Folk Development Colleges, is the biggest and runs a two-year course. In the first year the teaching deals with horticulture, crop farming, and the use of draught animals and farm implements. In the second year, the teaching mainly on the crops grown in Tanzania, animal husbandry, and agricultural economy.

It has been observed that married adults do not like to participate in long courses for family reasons. Because of this there has been a tendency to enrol participants from among the younger persons, and especially from among standard-seven leavers. During 1979 the total number of student weeks per college averaged 1,200, which corresponds to 29 students for 40 weeks. About 52 per cent of the partcipants took courses sponsored by the Folk Development College itself. The 1978 annual report gives the total proportion of participants in short courses as about 91.5 per cent and in long courses as 8.5 per cent.

Courses conducted so far are given in Table 7.

Table 7

Participation in Courses conducted in Folk Development Colleges

No.	Type of Course	1976/77	1977/78	1978/79	1979/80
1	Domestic Science	447	1,261	1,539	1,090
2	Agriculture	704	1,387	2,019	3,850
3	Accountancy (Book Keeping and Shop Management)	226	2,425	6,286	-
4	Technical Science	43	481	673	603
5	Leadership	685	3,257	2,885	1,699

Administration and Staffing

Although all the FDCs are located at distric level, they are directly administered by the Ministry of National Education. They come under the Directorate of Adult Education as shown in the chart below. The co-ordinating body which directly administers them is the FDC Secretariat, which is answerable to the Director of Adult Education.

The FDC Secretariat has the following responsibilites:

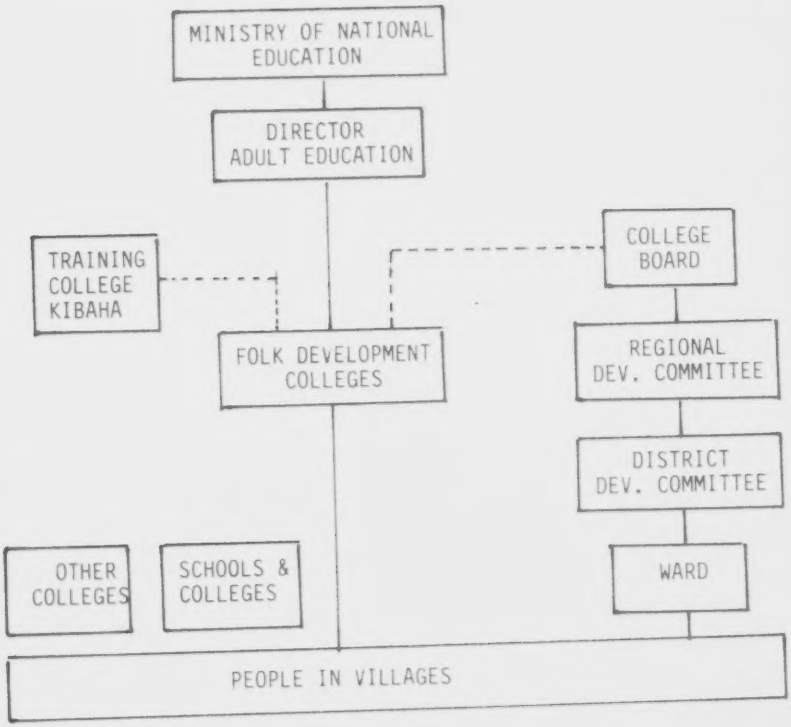
- planning and administration;
- the equipping of all FDCs;
- all financial estimates;
- liaison with all ministries reponsible for rural development;
- staff appointments for all FDCs.

The FDC Secretariat, the Teacher Training College Kibaha, the FDCs, and the college advisory boards co-operate in identifying the training needs and in formulating the curriculum.

The principal is the administrative head of the college; he is responsible for translating official policies and represents the director at the college in the district. The principal is assisted by a vice-principal and a co-ordinator of training, who is the chief academic officer in the college. The co-ordinator co-ordinates all training programmes and is also responsible for research and evaluation. As a co-ordinator of training, he is automatically the head of the department of adult education within the college. The heads of department represent the co-ordinator at departmental level and they are responsible for co-ordinating all practical and academic activities such as schemes of work, lesson notes, and ensuring that courses are run as planned.

Diagram 3

The administrative relations of the folk development colleges



Teaching in FDCs has a practical bias and therefore requires a teacher to be very practical and resourceful. For the teacher to perform his duties well, he is charged with the following:

- Investigate the problems of the people and recommend possible solutions or altenatives.
- Evaluate the progress and problems of his subject in the district of operation.
- Arrange study tours for the students.
- Participate fully in the implementation of education

for self-reliance by organising and demonstrating.
- Evaluate students' progress.
- Act as a curriculum developer of his subject.
- Prepare the schemes of work and lesson notes according to the syllabus and the nature of the participants.

About 48 per cent of the FDC agricultural teachers are professionals who have had one year of training in Colleges of National Education after working as Assistant Field Officer (A.F.O.) in the Ministry of Agriculture. Working experience is about 8-10 years and 2-3 years in FDCs. However, the total number of agriculture teachers as of 30th June, 1980 was only 40 and their education background was as follows:

- Primary Education with three years training in Agricultural Institutions - 20 teachers.
- Certificates - Ministry of Agriculture Training Institute (MATI) - 7 teachers.
- Diploma in Education (Agriculture) - 13 teachers.

Before these teachers join the FDCs they attend seminars, generally for up to two months, where they are introduced to several subjects such as the following:

- Educational administration and planning.
- Adult psychology.
- Methods and techniques of teaching adults.
- Implementation of education for self-reliance.
- Basic skills of their subject (Agriculture).

The role of the teacher is to instruct and guide students whenever necessary.

Centres (Location, Distribution and Equipment)

In all, 52 Folk Development Colleges were established between 1975 and 1981. The intention is to set up one FDC in each of the country's 111 districts. Each FDC has been provided with a landrover and a tractor; those in remote areas with generators for water and electricity supply, projectors, and handicraft and home economics equipment.

Examinations, Certificates and Equivalence

One very prominent characteristic of the Folk Development Colleges in Tanzania is the total absence of examinations, certificates or their equivalent. The courses are flexible and are focused on the development of the adult personality and a spirit of co-operation. There is no formal grading of participants whatsoever.

Costs and Financial Assurance

Government policy on the financing of training in FDCs is that the costs should be shared by the Government, the villages and the colleges. However, contribution from villages in most cases has not materialized and self-reliance projects have not been generating enough revenue, which has left the government as the main contributor. The total annual budget for recurrent cost in 1979/80 was about 14 million Tanzanian shillings or about 216,000/= Tanzanian shillings per FDC; of this money 135,000/= or 50 per cent was spent for staff wages. Self-reliance activities account for about 24,000 Tanzanian shillings per FDC.

Linkage with Other Post-Literacy Programmes

Folk Development Colleges are used as post-literacy institutions for new literates who graduate from literacy classes using post-literacy books of stages 5, 6 and 7. Rural libraries have been established using the buildings of Folk Development Colleges where they exist. The rural newspapers are distributed to Folk Development Colleges to be read by the adults who enrol for courses. Folk Development Colleges conduct radio discussion groups using the radio programmes broadcast for adults by the Directorate of Adult Education. Courses for literacy teachers and ward and divisional adult co-ordinators are conducted in the Folk Development Colleges.

Co-ordination with Other Agencies

In order to ensure the full involvement of various agencies in the area around the Folk Development College, each college has an advisory board established by an Act of Parliament. The Board has the District Party Secretary, who is also the

Area Commissioner, as Chairman and the Principal of the College as Secretary. The other members are the District Development Director, the member of Parliament for the district, the District Education Officer, and ten members elected from the District Development Planning Committee. The Board discusses the programme of the college, which includes working out a system of co-ordinating the various agencies who use the college for courses, seminars and meetings.

The college training programme for each year, as well as the annual report of the activities of the college, is discussed and approved by the board. The board has the power to expel adult students from the college on the recommendation of the principal.

Evaluation

Within the short period since their establishment (1975), the Folk Development Colleges have proved to be institutions of vital importance for the development of our country. This asessment is based on the observation of the functions and activities of the colleges towards the improvement of the social, economic, cultural and political life of the Tanzanian people.

By imparting skills for the transformation of the economy, the introduction of Folk Development Colleges in the Tanzanian education system is one strategy towards combating some of our development problems. It has gradually become obvious that in order to make a reality of our policies of socialism and self-reliance, the planning and control of development must be exercised at a local level to a much greater extent than at present.

According to the follow-up exercises performed by those going back to the villages, many of them have indicated both in work and action that they have benefited from their training in the FDCs. It has been revealed, too, that the graduates participate fully in the development efforts of their villages. For example, those who have attended bookkeeping courses have become managers of their village shops while those who have studied domestic science have become leaders of women's groups and initiated activities for women. This indicates that the FDC graduates make use of the skills gained. Although a small number of graduates move away from the villages to look for paid jobs, it can be stated that this has not been a major problem as far as the whole programme is concerned.

3.5 Instructional radio

National and Local Programmes

Tanzania's literacy-supporting broadcasts began in January 1974. A Radio Education Unit was set up in Mwanza and at the Ministry of Education Headquarters in Dar es Salaam to develop and produce radio programmes in order to overcome communication difficulties as functional literacy programmes spread from the four regions round Lake Nyanza to the rest of the country. All the programmes are national and are broadcast centrally by Radio Tanzania, which has three booster stations.

Objectives

The use of radio education programmes has five main aims with related objectives:

(i) *Motivational.* To stimulate and promote effective participation in the national literacy campaign:

- through the creation of public awareness and interest in literacy activities;
- by encouraging enrolment and attendance of learners;
- by encouraging learners and teachers to participate more effectively in the teaching-learning process; and
- by promoting more effective participation in literacy activities by the leadership.

(ii) *Instructional.* To enrich the learning and teaching process:

- by providing supplementary instruction and guidelines;
- by developing discussion groups; and
- by giving teachers and supervisors additional in-service training.

(iii) *Functional.* To reinforce the creation of a literacy environment:

- by stimulating an interest in rural libraries, rural newspapers, supplementary and follow-up materials;
- by stressing the advantages and importance of maintain-

ing the acquired literacy skills; and

- by promoting the concept of lifelong education.

(iv) *Communicational*. To alleviate communication problems:

- by integrating pilot projects with the National Literacy Campaign;
- by providing a continuous link between the campaign and the field through a feedback system;
- by assisting learners and participants to identify solutions with other groups; and
- by informing the nation on the progress of the national campaign.

(v) *Informational*. To provide information and materials for literacy training, book production, rural libraries and rural newspapers through recorded reports, field reports and transcripts.

Target Population

The adult education radio programmes are intended mainly for total adult education in the country, with particular emphasis on literacy and post-literacy adult learners. There is also a special programme for literacy teachers, particularly voluntary teachers, who are primary school leavers who have attended orientation courses on adult education of short duration.

Time, Frequency and Arrangements for Listening or Viewing

Each programme is broadcast twice a week. Since adult education broadcasts began, the Directorate of Adult Education has distributed 7,000 radio receivers and has formed radio listening groups and trained radio listening group leaders who in most cases are literacy teachers. All educational institutions under the Ministry of National Education have radio receivers which they have been instructed to use for children as well as for adults. The Directorate of Adult Education has prepared, printed and distributed radio broadcast timetables to all educational institutions and radio-listening group leaders.

Before any programme was prepared, the radio unit at the Mwanza National Literacy Centre had to identify problem areas through administration of questionnaires to would-be listeners. 1973 questionnaires were distributed to 353 persons to discover problems facing adult learners and literacy teachers. The questionnaires were administered to literacy teachers, current adult learners, participants who had completed the two year literacy programme, drop-outs, non-participants of literacy classes, adult literacy supervisors, and local administrative and political leaders.

Content

Three programme series have been developed so far:

(i) *Class support*. "Kisomo kwa Radio" Radio education as support for literacy programmes. It is a thirty minute programme for learners of literacy and post-literacy groups.

(ii) *In-service teacher training*. "Mwalimu Wa Walimu" ("The Teacher's Teacher") is a fifteen minute programme for literacy teachers and supervisors of literacy activities.

(iii) *General Motivation*. "Nyimbo za Kisomo" ("Cultural Songs") is a thirty minute musical and informational programme.

The class support programme aims at encouraging class attendance by outlining the purpose and importance of functional literacy and discusses the major problems encountered in its implementation. The strictly literacy component as against the functional skills components of the programme comes in the literacy slogan. This three to six word slogan is dictated at the beginning of the programme for the teacher to write it on his blackboard so that the class has it before them for reading throughout the programme. It is repeated by the programme narrator and technical contributors in the course of the programme.

In the literacy exercise the teacher is advised to break the words into their syllables and the learners read them, count them, write them in their exercise books and build new words from them based on the patterns of the literacy exercises in their primers. The present handbook is being made available to teachers. Lesson notes are also printed in the rural newspapers. "Kisomo kwa Radio" also covers agricultural topics such as soil conservation, irrigation, animal and range management, and tree planting. The home life segments deal with child care and nutri-

tion, home budgeting and home handicrafts. Other topics are the value of co-operatives, small scale industries, banking and credit. The broadcasts complement retention of literacy skills by stressing information on how to use rural libraries and rural newspapers.

The Teacher's Teacher Programme "Mwalimu Wa Walimu" is designed to improve the quality of literacy teachers. The voluntary teachers, who are primary school leavers with short orientation course on adult education, from the majority of the adult literacy teachers. At best a volunteer receives an initial training course of three weeks and an annual refresher course of one week.

Since they teach in remote rural areas, radio is the most effective means of answering the problems literacy teachers encounter in the field. Since 1975 the radio education unit has been producing a fifteen-minute extended interview each week on topics related to literacy teaching which range from the methodology of teaching adults to how to make your own blackboard as well as answering teachers' questions. Future programme topics are taken from an analysis of the previous three months correspondence. This programme is popular far beyond the voluntary teachers it is intended for. And its catchy theme song, written and sung by a radio unit member, can be heard whistled and sung in the street and by youths while attending to their cattle.

Elaboration of Leaflets or Booklets

The radio programmes broadcasted are compiled into booklets and, together with broadcast timetables, are distributed to the radio listening groups. Because of the shortage of printing facilities, the Department of Adult Education is always loaded down with materials to be printed. Transportation of material to remote areas is still slow and inadequate for good and efficient radio work.

Since the adult education radio programmes were launched in 1974, questionnaires have been used to evaluate the impact of the programmes and materials used. However, lack of radio programme producers hampers efficient administration of these questionnaires.

Production of Programmes

The National Literacy Centre in Mwanza has a radio studio donated by UNDP through Unesco. It has a staff of five script writers and broadcasters. Two of them have been trained overseas while the rest have acquired radio techniques through on-the-job training. Topics for each programme are decided centrally at a staff meeting, and producers of the programmes are appointed to work with the radio education unit. When the programmes have been recorded they are forwarded to Radio Tanzania in Dar es Salaam. Efforts are made to diversify the programmes as far as possible by involving experts on various topics from party and government machinery at all levels, as well as by involving the learners themselves. The Directorate of Adult Education in Dar es Salaam employs the same procedure except that it uses the studios of Radio Tanzania or that of the Institute of Adult Education in Dar es Salaam.

All adult education radio programmes have discussion questions before the end of the programmes to serve as the basis of post-broadcast group discussions. The radio listening groups listen to the programmes, discuss them and adopt resolutions about the possible elements for implementation. A programme report form is designed, tested and developed. It provides a range of responses and is to be filled in immediately after every broadcast and sent to the radio unit. It provides information on the main lines of the post-broadcast discussion, questions raised by group members, topics suggested for future programmes, teachers' suggestions, class news and reception conditions.

One of the basic problem which weaken the efficient production of programmes is lack of equipment. Till now the radio education unit has had only five portable recorders. It has always been impossible for the Ministry of National Education producers to have sufficient production hours at Radio Tanzania, as their studios are always fully booked by Radio Tanzania staff. The Institute of Adult Education has always been willing to let them use their studio but there too not enough time is available. Furthermore, their studio does not have provision to allow a large cast to do effective dramatization. The same applies to the recording studio of the National Literacy Centre in Mwanza, which is quite small. The humber of script writers is also not sufficient, and there is a constant struggle to keep ahead with scripts.

Selection of Teachers for Monitoring Study Groups for Preparing Programmes

Before radio programmes were launched in January 1974, one teacher from every educational institution in each zone (particularly in the lake zone), as well as literacy voluntary teachers selected to conduct radio listening groups, were given a two week orientation course on group dynamics (particularly of radio listening groups), audio methodology of group discussions, and functional literacy concept and its application in Tanzania. There are as many teachers for monitoring study groups as there are radio receivers distributed. Annually a refresher course is conducted for all those with active radio listening groups. For preparing programmes, two of the producers and a broadcaster have been trained abroad for a period of nine months through a Unesco fellowship programme. The rest have been trained locally on-the-job, using the staff of Radio Tanzania and the National Literacy Centre in Mwanza. It is significant to note that all adult education radio programme producers and broadcasters are trained classroom teachers with experience in adult education.

System of Co-ordination

There are regular meetings for adult education radio programme producers and broadcasters attended by representatives of the Directorate of Adult Education, the National Literacy Centre, and the Institute of Adult Education to review the previous programmes, select topics, and work out timetables for the forthcoming programmes. There is a mass media committee of the Ministry of National Education, which is chaired by the Commissioner of Education and attended by representatives from Radio Tanzania and the Ministry of National Education and by Directors of Education who broadcast on the activities of their Directorates. This committee discusses radio programmes for both the formal and nonformal systems of education. Radio Tanzania has quarterly meetings to review and work out a national radio programme. At each of these meetings, which are chaired by Radio Tanzania, radio producers and broadcasters of each programme defend their programmes as well as request more air time or postponement or abandonment of some of the programmes. Adult education, ward, divisional, district and regional co-ordinators include information on radio activites in their quarterly reports.

Publicity

All important newspapers in the country like *Daily News*, *Sunday News*, *Uhuru* and *Mzalendo* publicise the radio programmes for every day. The zonal rural newspapers, which are printed monthly, publicise adult education programmes for each month. Also Radio Tanzania prints national radio programmes and distributes them to party government offices and various educational institutions in the country. The National Literacy Centre in Mwanza prints and distributes radio programmes for adult education to educational institutions and all adult education radio listening groups.

Equipment

The National Literacy Centre was offered equipment for a radio recording studio as well as 395 radio receivers, one station wagon, three tape recorders and about 1,000 cassettes and tapes by UNESCO during the experimental phase between 1973 and 1976. The Ministry of National Education has purchased and distributed 7,000 radio receivers throughout the country, most of them to educational institutes such as Colleges of National Education, Secondary and Primary Schools, and Folk Development Colleges.

Dry cells are not readily available in many country towns and villages. Therefore it has been necessary at times for the Ministry of National Education to make arrangements for schools to buy cells directly from either manufacturing factories or Tanzania Eliku Supplies and Regional Trading Companies. Otherwise adult learners are responsible for replacing the dry cells.

Follow-up Activity

A visit made in 1978 to five regions outside the lake zone revealed that some literacy teachers were not using the broadcasts to their best advantage. The value of the broadcasts is lost because some teachers do not know how to conduct a radio lesson. Hence, they regard the broadcast time as time for them to take a rest. Seminars on how to conduct a radio lesson were organized in these five regions in 1978. Teachers found these very useful and became more interested in our broadcasts. There is a plan to organize more such seminars in the remaining regions in future. The basic requirement is funds.

Songs recorded from literacy classes, schools, and cultural groups have been an integral part of the literacy material supporting radio programmes. The response was immediate and enthusiastic. To capitalize on their obvious popularity, a national literacy song competition was devised, culminating with the selection of national winners for the International Literacy Day, September 8th, 1974. The competition provided opportunities for a wide-spread motivation for the national literacy campaign in the following respects: it was the forerunner of a comprehensive multi-media publicity campaign planned for the national drive against illiteracy; the publicity for the competition had shown that the campaign was interested in the participation of all citizens; by broadcasting over the Commercial Service of Radio Tanzania, the literacy campaign's message was brought home to a different audience than the usual one listening to the National Service, on which other literacy programmes are broadcast; and by having a commercial sponsor for the competition and programmes, the competition involved local industry in the literacy campaign.

The competition was run in two categories. Registered jazz bands submitted a recording of a literacy song in Swahili - original words and music - and competed for a cash prize donated by Unesco. Individuals, such as literacy teachers or members of adult literacy and adult education groups, submitted either words for a literacy song or a literacy poem in Swahili, competing for cassette radio recorders for national winners and transistor radios for semi-finalists. These prizes were donated by the Matsushita Company. The response to the competition was far beyond expectations in the sections for poems, though poor in the musical section for registered jazz bands. The judges commented that there was a good geographical spread of entries.

Following on the success of the 1974 competition, it was decided to hold a further song competition in 1975 to provide the basis for a series of radio programmes culminating in the selection of national winners for the International Literacy Day in 1975. Adult literacy and adult education classes competed in their own areas, with local selection centre, ward, divisional, district and regional winners. All the twenty regions participated (although one region was disqualified). The entries of the regional winners were recorded and their performances were broadcast in the programme series in July and August from which three national winners were chosen and announced on 8th September, 1975.

A literacy slogan-writing competition was conducted and braodcast in the "Nyimbo Za Kisomo" programme. A bookwriting competition was mounted; it attracted 209 entries, 193 in the general literature section and 16 in the technical section. A poster competition on a literacy theme for competition among schools was held during 1975. A literacy flag war awarded to the region showing most conspicuous work in literacy activities each month. Now the system has changed slightly in that the flag is awarded once in a period of three months. The second winner is awarded a cup labelled "Mashindano Ya Kisomo", and the third winner is awarded a shield bearing the same caption.

Also in 1975 a literacy calender was prepared for that year, with monthly illustrations showing different aspects of functional literacy benefits and a supporting slogan. Literacy cotton prints were produced by National Textiles to publicise the year 1975 as Illiteracy Eradication Year. Fifty cassettes recorded with literacy songs were prepared for distribution to donors of the gift coupons programmes.

Evaluation

The extensive use of the radio education in the National Literacy Campaign has given new vigour to the resolve to eradicate illiteracy in Tanzania. It started from a thoroughly researched base, and with a built-in feedback system it has given a voice to literacy groups, literacy teachers and other members of the community. It has promoted a genuine dialogue among participants as well as between planners and the administrators of the literacy programme. The radio education programme has all along been flexible enough to respond quickly, wherever possible, to the challenge of emerging problems in the field and the emerging needs of the forum participants, encouraging their efforts and providing them with information and incentives to become educationally self-reliant. By using imagination, creativity and initiative, radio education has involved the literate population in the National Literacy Campaign through its information programmes, literacy songs, competitions and promotional campaigns.

The evidence available indicates that there is improved awareness, interest and participation in various literacy activities because of the decisions taken and enforced by the literacy groups and the local leadership, most of which were generated by the radio education programme. One of the major positive

results of the radio education programme is that the literacy programme has acquired a more respected image.

The literacy teachers claim to have benefited from the programme contents and instructions, thus making it easier for them to handle their tasks. This claim has been supported by literacy participants, supervisors and others. Above all, the teachers are being increasingly looked upon as the best examples in the early adoption of modern practices as defined by the contents of the radio education programme.

It was estimated in 1968 that approximately half a million radio sets were available in Tanzania. Since then, with the abolition of radio licences and with the domestic production of low cost radio sets, there is evidence that the number of sets has increased dramatically. Though these sets are presumably unevenly distributed, it is certain that they are available in most places. And where they are not available, a co-operative village in the new rural setting can obtain one for a comparatively small investment. Our experience shows that the radio education programme is largely successful because the target population already had a well organized structure.

Every radio listening group allocated with a radio set is also provided with feedback report forms and stamped envelops so that after listening to the programmes and discussing them the group leader can dispatch the report to the headquarters of the National Literacy Centre in Mwanza. The report form is designed to provide the following information:

- Basic information about the membership of the listening groups.
- Major points of group discussion of the broadcasts.
- Decisions made after discussions and major actions suggested by the group.
- Questions raised in the discussions.
- Comments about interesting points in the programme and other things the group wants to know.
- Suggestions.
- Group views.
- Comments by the discussion group leader about radio reception and what he thought was of benefit to him in the programme.

3.6 Textbooks and other textual materials

Target Population

As stated earlier the national literacy tests of 1975 and 1977 revealed that there were 2,210,407 new literates who have to be provided with post-literacy reading materials. In Tanzania learning is viewed in a lifelong perspective, beginning before the achievement of literacy and continuing after reading and writing skills have been acquired. Post-literacy activities are a means for putting into practice the theory of lifelong education by enabling the neo-literate to use his skills, add to the knowledge acquired in the preceding phases, and embark on the acquisition of new knowledge and skills through a continuing process of further learning and greater mastery of his environment. In addition to the neo-literates mentioned above, stages 5, 6 and 7 books are used for primary school dropouts and adults who have acquired literacy skills through self-teaching.

Objectives and Intended Use

The books of stages, 5, 6 and 7 have the following major goals:

- to discover and develop practical and effective teaching and learning environments for an *agrarian oriented* society which can evaluate on a scientific and continuing basis the results of its own activities and for the provision of realistic information and guidance for post-literacy programme;
- to give learners an opportunity to express themselves and thus contribute to the total transformation of the society through a more active participation in economic, social, cultural and ideological life;
- post-literacy curriculum is considered not only as a means of retaining literacy skills, but over and above that it is a means of giving the post-literacy learner an adequate outlook on his environment so that he may acquire more creative knowledge in all aspects of life, thus opening up new horizons;
- cultivate among post-literacy learners a permanent habit of reading;

- liberate women and men from the yoke of economic, political, social and cultural exploitation which is maintained by unequal ownership of the means of production, distribution and exchange;
- post-literacy curriculum is considered as part and parcel of national plans for socio-economic development and therefore aims at making the learners aware of the national goals, policies and ideology so that they can accelerate them.

The specific objectives are for the literacy graduates:

- to maintain and enhance the functional literacy skills they have acquired thanks to the campaign;
- to understand the mechanisms of certain simple technical operations in carpentry, tin-working, masonry and elementary mechanics (these are operations the literacy graduates need in their day-to-day lives);
- to widen their knowledge of Swahili and English and to improve both their oral and written expression;
- to widen their knowledge of politics, national economics and economic geography;
- to increase their mathematical skills;
- to acquire the habit of learning and enquiry so that they will use the existing post-literacy facilities to become permanently literate; and
- to participate effectively in the planning and implementation of development activities in their areas.

General Approach; Selection of Content and Vocabulary

Post-literacy programmes in the textbooks are centred on the practical daily activities vital to increased productivity as well as to social, cultural and political development. The knowledge is presented through a problem-centred approach with special stress on important blocks to higher productivity in the activities concerned. In each book participants learn to identify and solve specific common problems that lessen their productivity and hinder their achievement of a better standard of living. For example, the textbook on home economics - by presenting basic information on good nutrition, health and sani-

tation - aims at combating the debilitating diseases and poor nutrition, which severely reduce daily productivity and indeed the lifespan of the people. Participants learn that mosquitoes carry malaria and that snails living in contaminated lake water transmit bilharzia. Information and instructions are also provided so that they can have a better chance of avoiding these diseases.

Participants receive elementary instruction in practical principles of nutrition, so that they will know that beans or maize are more nutritious than cassava, for example, and that a newly weaned baby and a pregnant mother need as much protein as a fully-grown man.

Preparation, Presentation and Layout

The principal work method used is the integrated writers' workshop. The participants in the workshop include one methodology specialist, one Swahili language specialist, one book production specialist, one subject matter specialist, and one graphic and layout specialist.

The team starts by reviewing the material provided by the subject specialist in the light of rural development objectives and in the context of the participants' milieu. The team outlines the contents and discusses them. Each programme is based on two books, namely the learners' and the teachers' books. Depending on the subject matter, the team sits for a period of at least three weeks for each stage. One member is assigned to deal with the final version of the book and one member to draft the teacher's guide after eliminating all possible snags in representing the techniques to be used in teaching each of the lessons. Having outlined the contents of each lesson, the team discusses its objective. Then they discuss the methods and techniques which are appropriate for the demonstration guide.

The teacher's attention is drawn to the new vocabulary items so that these can, if necessary, be thoroughly explained before the learners read the book. After the lesson has been read, the learners may have to recapitualte the contents. The text serves primarily as a basis for class discussions initiated through comprehension questions on the text by the teacher, who follows carefully the directions given in the teacher's guide. These guides, besides providing lesson by lesson advice, also include background information on the subject in question. This

information is important because the teachers, who are voluntary and have a low educational level, themselves have only a very incomplete knowledge of the subjects they are teaching.

The graphic designer in the team prepares illustrations for each lesson as required. He also prepares posters with illustrations for use in class before learners start to read the lessons in the book. The members of the integrated writers' workshop construct the texts lesson by lesson, striving to balance literacy and vocational skills requirements. In view of their important role in the teaching process, illustrations and graphic and layout aspects are developed with equal care. Besides the structural elements, i.e. new words, length of texts and syllables, questions testing comprehension of the text from the linguistic as well as from the subject matter point of view are components of the lessons. The teacher's guide contains all the proper answers to enable teachers to lead the learners to the correct answers.

The subject matter is usually prepared by the subject specialist. It consists normally of a brief outline of the vocational skills to be presented in the book. Because the materials have to be problem-centred, the existing problems must be identified in the field. This is looked into at the workshop session once all the relevant background information has been collected from the institutions and agencies concerned.

New vocabulary items are kept to the minimum and normally contain as few syllables as possible. Thereafter the new vocabulary to be added depends on the number of new syllables to be introduced in any one lesson. Normally this number is lower at subsequent lessons than the number of syllables introduced in the earlier lessons. This is possible because the Swahili language is repetitive. Care is taken to repeat new words and syllables, particularly words of several syllables, as often as is necessary.

The system of an integrated writers' workshop has the advantage, among others, of ensuring accuracy and relevance. Specialists come together and work out a consensus. It is not a question of greater ability to produce more valuable things. But it is a realization of the fact that "real problems" usually require a multi-disciplinary approach. Editing time is reduced and the selection of the main problems which the teaching materials will deal with is accelerated, as all co-operating developmental agencies and/or departments are invited to collaborate.

Learning Method

The most popular encouraged method is the discussion method. Discussion before the start of a lesson is one of the essential pre-requisites. This method is useful because the adult larners are intelligent and they have a wide experience, even though they lack the know-how to improve their ways of seeing and doing things. It is useful to the teacher in that it helps him to get to know the learners. During such discussion the teacher is able to find out how much his learners know already and how much they still have to learn in that particular lesson. The discussion approach also gives confidence to the learners as it makes them participants in the teaching process.

The Socratic or dialogue lecture method is another method used and encouraged in teaching adults using the post-literacy books. The teacher develops a spontaneous dialogue with adults. By carefully formed questions he extracts from the adult learners what knowledge of the topic they may have. When he discovers misunderstanding and gaps in knowledge he expands his explanations. If he has managed to establish a relaxed atmosphere without restraints in the group, the adult learners direct questions to him concerning parts of the topic they did not understand or areas they are particularly interested in and where they want him to elaborate. In this way the lecture proceeds with questions and answers, now and then interrupted by a longer explanation by the teacher.

Both the discussion and Socratic method are facilitated by a practical use of the blackboard and posters where possible. A good adult education teacher divides the blackboard into two parts. On one side he writes the structure of the talk as the lesson proceeds. The other side is used for writing down essential facts: figures, new words, names, points to be remembered or discussed. Sketches, drawings and diagrams are used to illustrate the explanations. Listening and viewing is better than only listening. Listening and viewing and doing something with the hands is better still.

To achieve listening, viewing and doing in adult education post-literacy classes, the demonstration method is used - particularly for the lessons on agriculture, handicrafts and home economics. The adult education handbook, which was written by the Institute of Adult Education, Dar es Salaam, states that the objectives of teaching adults how to do something are:

- to get people to want to learn the activity;
- to instruct them carefully on how to do it correctly;
- to give them an opportunity to parctise and so to improve their performance and to correct mistakes;
- to get them to use the new activity.

Years of experience in teachino neople how to do something have proved that *telling* a person how to do something is not enough, and *showing* a person how to do something is not enough, but a combination of telling and showing and practise, if carefully planned and carried out, can be effective.

Demonstrations are conducted by agriculture teachers in the Folk Development Colleges and by agriculture extension officers in the rural areas. Home economics demonstrations are conducted by home exonomics teachers in the Folk Development Colleges and in primary schools and post-primary institution all over the country. Demonstration in carpentry, masonry and tinsmithery are conducted by Folk Development Colleges, handicraft teachers as well as primary school handicraft teachers. The teacher, after going through the demonstration once, repeats the demonstration; this time the learners not only observe but actually do it themselves. The teacher stops at every step to check the performance of the individuals. This is only possible if he has material and equipment enough for every learner. After the learners have watched the demonstration and asked for clarification, they perform the whole procedure on their own while the teacher helps and checks the adult learners individually. The procedure is written on the blackboard to help the learners. The adult learners sometimes work in groups. One learner in each group acts as a demonstrator while the rest in the group watch and make comments.

Textbooks

The textbooks used for post-literacy in Tanzania constitute a series divided into stages five, six and seven; each stage has eleven books and teachers' guides on the subjects of political education, mathematics, agriculture, Swahili langauge, health, home economics, handicrafts, history, geography, political economy and English. To complete any one of these stages the adult learners have to go through and are examined on five subjects, if they are in rural areas, and in four subjects if they are in urban areas. In rural areas they have to learn political education, mathematics, agriculture, Swahili language and health

education. In urban areas they go through all of the above-mentioned books except those on agriculture. The course lasts two years, including theoretical and practical knowledge. With the exception of the books on health and political economy, all the books of stage five have been written, printed and distributed to the field since 1979.

The books for stage six have been written but only those on agriculture, mathematics and home economics have been printed and distributed to the field. Those for stage seven are being written and, it is hoped, will be completed in 1981.

Since the introduction in early 1979 of the books of these three stages mentioned above, there is some confusion about them. The adults and some leaders tend to think they correspond to the stages 5, 6 and 7 of primary school education. Efforts by adult educators to clarify the difference have not met with great success. It is therefore intended to change this pattern in 1982, when a new curriculum is to begin which does not bear the names of the stages using numbers. In the new curriculum there are three stages called "the first stage", "the middle stage" and the "advanced stage". The number of subjects has also been reduced to six, namely political education, agriculture, mathematics, helath, handicrafts and national culture. Most of the educational elements in the former eleven books will be streamlined so that they are incorporated into the new curriculum.

Teacher's Guide and Study Aids

As stated earlier each post-literacy book is written with a teacher's guide which explains to the teacher stage by stage how to conduct a lesson. The teacher's guide shows the objectives for each lesson; the equipment to be used; how to develop the discussion; the kind of questions and expected answers using the Socratic method; exercises on reading, writing and mathematics; reference books; new vocabulary and syllables and how to teach them. There are no workbooks for adults. Instead they are provided with exercise books and pencils. The teacher uses the blackboard, illustrations and diagrams.

Publicity and Motivation

The headquarters of the Adult Education Department in Dar es Salaam has a radio programme which is broadcast twice a week.

The National Literacy Centre in Mwanza has three programmes on post-literacy, "Jiendeleze", "Kisomo kwa Radio" and "Mwalimu wa Walimu". These programmes are used for publicity as well as for motivating adult learners. In addition to the radio programmes each region has a cinema van to show educational films to the adults in rural areas; the cinema vans are manned by adult educators who use the films to publicise adult education programmes as well as motivating learners to attend literacy and post-literacy classes. The rural nespapers and ward libraries are also used for publicity and motivation.

Also adults are motivated through persuasion, politization, inducement and even through revolutionary sanctions. Past experience shows that poor attendance, dropouts and passive participation of the participants in the literacy and post-literacy programmes can be attributed to the failure to identify the felt needs of the participants, failure to meet these needs in the programmes, poor instructional methodology, lack of individual attention and the absence of effective ways of mobilising the participants. Through experience we are solving some of the above problems by ensuring that teachers are selected by the learners and are as such acceptable to the community. Each class has a class committee of five members elected by the class, with the teacher as advisor and secretary of the committee. The committee is responsible for the total running of the class, including welfare and discipline. Party and government leaders pay regular visits to the classes to encourage learners in their new endeavours and familiarise themselves with conditions in the operational areas. While doing this, the leaders ensure the availability of appropriate materials such as textbooks, teacher's guides, exercise books, pencils, chalk, blackboards, etc. Also learners competitions have been mounted; there is, for example, the Literacy flag, which is awarded once every four months to the region which leads the whole country in the successful implementation of literacy and post-literacy activities.

Grading

The post-literacy books have been graded into three stages namely, stages five, six and seven. Unlike the formal school system, which attempts to deny the learners some aspects by assigning them the content in the form of class-blocks, post-literacy learners are exposed to real-life situations which cannot fit into a class-block situation. Determining post-literacy levels involves the integration of vertical and horizontal curriculum

content of the real-life aspects of the learners. The post-literacy textbooks have been graded in terms of content, moving from general principles to specific and difficult ones, and the same sequence is adopted throughout the three stages. Theory and practice are introduced to the learners at the same time and in such a way that the logic involved between theory and the practical activities is developed. The grading of the books depends upon various factors, including vocabulary levels, the difficulty of the language used, length of sentences, the number of ideas developed at each level, the complexity of illustrations, and the length of paragraphs.

The textbooks have an average of 70 pages with 8 1/4" x 5 1/4" format. The vocabulary ranges between 100 to 200 words per page; an entire book contains about 12,000 words. Most words have two to four syllables. Sentences contain between seven and ten words. There are between eight and twelve different topics. Each topic constitutes a lesson or a chapter. The repetition of new syllables and words is about 40 per cent. Each lesson has exercises on comprehension and factual knowledge. The mathematic books contain practical mathematics related to activities of adult learners such as shopping bills, bookkeeping, profit and loss, measurements, costs and money, how to tell the time, geometry, voting, enrolment, population and agriculture. Stage five is much more heavily illustrated by pictures, diagrams, drawings, maps, charts than stage seven.

All the books have at the end a glossary of new syllables and new words used throughout the book. To ensure that all the books are properly graded and correspond to the same level, there is a meeting of all subject co-ordinators after the books for the stages have been written and before they are printed.

Supplementary Material

Supplementary books are being written to be used along with the textbooks to elaborate on the information contained in the books. It is intended to concentrate on this when the task of writing and printing the textbooks for all the stages is completed. At the moment it has been left to the regional and zonal writers' workshops to undertake the task of preparing supplementary reading materials relevant to the demands of their local community.

During the International Literacy Week, which is celebrated

in Tanzania from 1st to 8th September each year, various cultural activities and processions culminating with political speeches are organized to publicise adult education and motivate adult learners. Regular national tests are organized at an interval of two years, and adult learners are awarded certificates according to the stages achieved in the national literacy tests.

Production, Sale and Distribution

The texts and all adult education teaching and reading materials are provided without cost to adult learners. The government pays all the costs for producing adult education materials. Rural newspapers are sold at a nominal price of Tanzanian shillings =/20. With SIDA aid, the Ministry of National Education has set up an adult education printing press which prints 40 per cent of the total materials needed for adult education. The rest is printed through commercial printers through the tender system. The cost of production of a post-literacy book is about Tanzanian shillings 4/80. The distribution to the regions is undertaken by the Ministry of National Education using lorries, steamers and railways. The regions are responsible for the internal distribution. Almost 7 million Tanzanian shillings are spent annually on the production and distribution of adult education materials.

Linkage with Other Post-Literacy Programme

The post-literacy books are given publicity by rural newspapers, rural libraries, cinema and radio stations which have programmes for motivation as well as on post-literacy. These programmes seek to explain to the populatin the concept of lifelong learning through post-literacy stages and other post-literacy activities. The Folk Development Colleges also teach post-literacy to new literates using the post-literacy textbooks.

Evaluation

It is attended to conduct evaluation to meet various objectives. The first objective is to find out whether the post-literacy textbooks have really met the needs of the participants in the programmes. Our experience in the functional literacy programme shows that little or practically no serious efforts were taken in trying to involve everybody fully in planning, implementing and assessing the programmes. This has in most cases re-

sulted in passive participation both at high and low levels, which again has caused many problems in attaining the objectives. The second objective is to find out whether we have developed the right programmes to meet those needs. Participants have sociological, educational and economical needs and problems which vary according to their environments and situations. Some of these needs are long-term, others are of an immediate nature and therefore need immediate attention. Because of the varied nature of the needs, identification of these needs is necessary in order to make the curricula and research relevant to the participants. The needs and problems of clients are to be identified through the application of evaluation methods such as interviews, questionnaires and participatory observation. The third objective is to conduct research to valuate the usual meeting places of the participants, the Folk Development Colleges and other institutions concerned with post-literacy activities, learning centres in the places of work, material, financial and manpower resources and different sociological, psychological and cultural problems. The above-mentioned factors can either enhance or hinder the learning process of a participant.

Fourthly, it is intended to carry out testing and pretesting of the post-literacy and all other books before they are reprinted in large quantities. Feedback is needed on choices of words, effectiveness of the written materials at various levels, adequacy of the illustrations and posters, appropriateness of content organisation and sequence of instructions. The post-literacy books for level V were not pre-tested but were reviewed at national, regional and ward levels before they were put into use. Fifthly, it is intended to undertake continuous assessment of the performance of the teachers and administrators. Attempts will be made to assess occupational learning, making a distinction between the information on knowledge acquired by the adult learners and how that information has been applied in his farm or factory. Also the performance of instructors will be assessed by constantly observing their behaviour in the class or by testing the participants' achievement. However, the performance of administrators of post-literacy programmes will be assessed by looking at how workable and effective their programmes are. Lastly, it is intended to conduct an evaluation of the effectiveness of training methods and literacy retention as a prerequisite for post-literacy textbooks.

4. CONCLUSION

By December 1977, Tanzania had been able to reduce an illiteracy rate of 75 per cent for the age group 10 years and above to 27 per cent. With the inauguration of Universal Primary Education in November 1977, it was hoped to reduce illiteracy to 10 per cent or 5 per cent by 1981. In 1979 the enrolment of children of primary school age reached 93 per cent. The campaign has had more success achieving the political and social aims than the economic ones. As a result of the campaign the majority of the people are more conscious of the policy of socialism and self reliance, and their knowledge of Swahili has increased. The campaign did not succeed very much in promoting economic ends because of the failure to integrate theoretical and practical skills in functional literacy classes. Adults in most areas learnt functional literacy materials only theoretically due not only to a shortage of agricultural extension workers to conduct agricultural demonstrations but also to shortages of agricultural inputs and equipment. Although the production figures of cotton, rice, maize, tobacco and cashewnuts between 1970 and now show a notable rise in production, it is difficult to claim that the increase has been due solely to functional literacy. It could equally well be attributed to several other factors.

The success of the literacy and post-literacy programme in Tanzania so far may be attributed to ideological consciousness, properly defined political objectives and development goals, and full utilization of the available resources. The organization and implementation of the adult education programme has been based on Tanzania's policy of self reliance through the decentralized administrative machinery, local initiatives and co-operative effort. The organization and implementation of the literacy and related adult education programmes at the national level is based on experiences which have been gained through small-scale pilot projects. Tanzania realizes that in order to wipe out illiteracy completely and in the shortest possible time, it is not enough to provide literacy education to illiterate adults alone. It is for this reason that the country embarked on

Universal Primary Education in November, 1977. In order to mobilize the whole population - particularly leaders in government, party and other sectors - for the literacy campaign, it was absolutely essential that there should be effective co-ordination. This was done through national, regional, district, divisional, ward and literacy class committees. The writing of primers and post-literacy materials is a great task, particularly if the functional literacy approach is adopted. It is therefore advisable to decentralize the system of writing the learning and teaching materials by means of regional writers' workshops. The writers should be trained and supervised by a central co-ordinating team of experts on writing and editing materials for literacy and post-literacy. In view of the size of the illiterate population, the task of training enough literacy and post-literacy teachers is very demanding. In Tanzania a force of about 200,000 literacy teachers was required to fight against illiteracy. This was possible through the decentralization by the Ministry of National Education and the Tanzania UNDP/UNESCO literacy project. This was also facilitated by the introduction of adult education as a subject in Colleges of National Education so that student teachers graduated as teachers for both children and adults.

As the above explanations show, the literacy and post-literacy programmes in Tanzania have been based on the following principles:

- *Party ideology.* The driving force for adult education activities in Tanzania is the party's policy of socialism and self reliance and the belief in equality of educational opportunities within the capacity of the existing resources.
- *Integration.* The system of adult education is integrated within the national development plans as shwon by the five year development plans, (1964/69, 1969/74 and 1976/81). To facilitate planning, adult education, which was formerly under the Ministry of Regional Administration and Rural Development, was transferred to the Ministry of Education (which later became the Ministry of National Education) in July, 1969. This is what has enabled adult education to be integrated within the structure and activities of the formal system of education.
- *Co-ordination.* Co-ordinating machinery has been established from the class level up to the national level in order to ensure full participation of adult learners,

party, government and voluntary organizations in the planning and implementation of adult education.

- *Continuum.* Literacy and post-literacy are developed as a continuum. Once he joins a literacy class the adult learner continues to learn without interruption up to higher levels of learning through the post-literacy curriculum and correspondence courses in particular.
- *Self-reliance.* Every year the government spends more than 10 per cent of the education budget for adult education.
- *Structural development.* The Adult Education Directorate is one of the nine directorates in the Ministry of National Education. In the regions there is the regional adult education co-ordinator and at the district level there is a district adult education co-ordinator; both work under the regional education officers and district education officers. Each division has a divisional education officer and each ward has a ward education officer.
- *Interlinkage.* The post-literacy programme in Tanzania is interlinked for reinforcement and support as indicated in Table 8:

Table 8

Linkages between learning strategies

Strategy	Support by others				
	Rural Newspaper	Rural Library	Radio	Correspondence courses	F.D.C.
Rural Newspaper		Keeps the papers	Repeats articles		Keeps the papers
Rural Library	Writes about library		Programme about libraries	Uses them for reference	Houses libraries

	Rural Newspaper	Rural Library	Radio	Corres pondence courses	F.D.C.
Radio	Publishes time-table	Radio discus-sion groups		Uses radio for publi-city of the courses	Uses radio for dis-cussion group
Corres-pondence Courses	Writes about corres-pondence courses	Uses li-brary for reference books	Uses radio		Uses cor-respondence courses for adult learners
F.D.C.	Uses news-paper	Uses library	Uses radio	Learners use cor-respondence courses	

It is planned to expand the post-literacy learning strategies during the current five year development plan 1981/85 and beyond in order to meet the growing demand for adult education.

The number of copies produced every month for the rural newspapers will be increased from the present average of 25,000 copies each to about 100,000. Rural libraries will increase from the present 2,781 to 8,000 so that each village has one. Correspondence courses will probably increase from the existing capacity of 40,000 learners to 500,000 learners. Instructional Radio will increase the target audience from 7,000 radio listening groups to about 15,000, each with a radio receiver. The Folk Development Colleges will increase from the current figure of 51 to 111 so that each district has one. All this will be possible if all other things are available, i.e. funds, equipment, materails, and personnel, etc.

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Chapter 4

STRATEGIES FOR POST-LITERACY AND CONTINUING EDUCATION AT THE BASIC LEVEL IN THE UNITED KINGDOM

by

Arthur Stock

1. BACKGROUND AND CONTEXT

1.1 Geography

The United Kingdom consists of four distinct countries, namely, England, Scotland, Wales, and Northern Ireland. These are constituted into one nation-state situated off the north west coast of continental Europe, and separated from the main landmass of Europe by various bodies of water, the narrowest of which, between S.E. England and N.W. France, is only twenty-two miles across. The length of the country north to south is approximately 1,000 miles and from east to west is about half that distance.

Into this relatively small area are packed some 55 million people, with an average population density of 591 persons to the square mile. Inevitably a large proportion of the population is highly urbanised with some 70 % living in massive conurbations such as Greater London, West Midlands, Greater Manchester, Merseyside, and Glasgow/Strathclyde.

Topographically speaking, the country is very varied, but with no extremes of altitude, from the very flat lands of East Anglia and the Fen District in eastern England to the mountainous, formerly glaciated uplands of norhtern Scotland, the latter similar in many respects to parts of Norway. Most of the land area may be described as undulating or hilly, but only in northern Scotland and central Wales does the local topography inhibit rapid land transport and communications. It is entirely possible to organise day meetings in London for various educational purposes for which delegates from all urban centres in England and Wales can arrive by rail by mid-morning and can return home after the day's work by early evening. This fact has considerable significance in the organisation and development of educational projects.

The climate of the United Kingdom is the subject of many pejorative remarks by residents and visitors alike. Situated

as the country is between latitudes 48°N to 55°N to the west of the vast continental mass of Eurasia and to the east of the second largest ocean in the world, it must necessarily be subject to very changeable weather which varies from the benign to the savage. A distinguished visiting scholar from Thailand once stated that the U.K. had the best climate in the world and the worst weather. It is climatologically categorised as "temperate western margins" and is often described in the relevant literature as "equable", that is to say with no extremes of temperature and with no urban or lowland area receiving more than 50" of rain in a year, or less than 25".

Prior to the agricultural land clearances which began in the Middle Ages and accelerated in the 16th, 17th and 18th centuries, much of England, Wales and Northern Ireland was covered in deciduous forest. Only in Scotland were there indigenous coniferous trees; and in the north these (and subsequently planted conifers from all over the world) still provide extensive forest cover on hill slopes.

1.2 History

History and tradition loom large in the culture and mores of the United Kingdom. The first recorded written references to the country are in Roman texts prior to the exploratory raids into the land areas of Britain by the Romans in 55 B.C. The wholesale Roman invasion of the country began in 43 A.D. and the occupation of the country (never complete, especially in Scotland, Wales and Ireland) continued until 412 A.D. This invasion, although clearly unwelcome to the several indigenous and largely warring tribes, had profound "developmental" effects on the country, influencing architecture, water supply, road building, town planning, and mineral extraction. There was also some linguistic influence, but not a great deal. The "classical" influences on the English language came much later - in a post-Rennaissance flowering of prose, poetry and drama.

Between the departure of the Romans in the 5th century and the arrival of the Normans in the 11th century, the country was subject to waves of minor invasion and temporary or permanent incursion of new populations, particularly from N. Europe and Scandinavia. Following the successful Norman Conquest beginning in 1066 A.D., England, at least, has not been successfully invaded by any other foreign country or countries, although numerous attempts have been made. One might except Wales,

Scotland and Northern Ireland from this general freedom from outside influence, as many in those countries would rightly see themselves (at least historically) as invaded and colonized by the English. Certainly the English language, riding on the ever growing power and prosperity of England during the 16th to the 19th centuries, extended its cultural hegemony over the indigenous languages of Scotland, Wales, Ireland, and Cornwall. Part of the beauty and cultural strength of these ancient languages has been preserved, and some 30 % of Welsh people regularly use that language. By contrast, Cornish is only spoken by determined revivalists in adult education classes and special interest groups; and Gaelic (in Scotland) by a small minority in the Highlands and Islands. Irish is an official language (with English) in the Republic of Ireland, and a little is spoken in Northern Ireland. But throughout the whole nation, English is the major language and an official language everywhere for all aspects of government, the law, business, and education. More recently, in addition to the indigenous ancient languages as outlined above, immigrant peoples from post-war central Europe and more recently from Bangladesh, India and Pakistan have brought proportionately large minority languages to many English cities. Thus Urdu, Bengali and Gujarati became second languages in some of these urban centres.

1.3 Economy Context

Although subject to a measure of economic decline in recent years, the United Kingdom is still a relatively rich country. The latest available Gross National Product (GNP) figures are those for the financial year 1978/79 and were equivalent (at the then current rates of exchange) to approximately US $ 328 billion. This produced an average gross income per head of the population of about $ 5,860. During the same period the Gross Domestic Product (defined as the total value of goods and services produced in the UK) stood at approximately $ 204 billion. There is no doubt that following the onset of the deep economic recession being suffered by many countries in the world, both GNP and GDP would have been significantly lower than the above figures indicate were it not for the revenues from North Sea oil. This latter short-term benefit, together with the several other energy sources available to the country (notably coal), means that the United Kingdom has, for the time being, a net self-sufficiency in energy. By contrast the country is highly dependent on outside sources of raw materials for its industries. This dependency and the associated financial

uncertainties mean that there is constant concern to achieve a balance of payments. Visible exports have rarely enabled this balance to be maintained in recent years, but when combined with technical services, insurance and banking services, educational services etc. (the so called "invisible" exports) the combined value of exports enables viability to be achieved. This extreme sensitivity to external markets and money values, together with a slow rate of growth in the economy in general, has meant that real increases in public sector finance for educational purposes have not been allocated by the central government. In fact throughout the 70's the percentage of GNP allocated for educational expenditure only varied from 5.0 % to 6.4 %, and is currently at 5.5 % or approximately £ 18 billion.

The total distribution of educational expenditure for England and Wales for the financial year 1978/79 is tabulated below for purposes of comparison between secotrs. (Relevant congruent figures are not available for Scotland and Northern Ireland.)

Education expenditure		(£ million)
nursery schools	- current	24.1
	- capital	4.5
primary schools	- current	1744.0
	- capital	92.5
secondary schools	- current	2215.5
	- capital	194.0
special schools	- current	271.1
	- capital	12.6
further and adult education	- current	1003.3
	- capital	64.0
training of teachers - tuition *	- current	30.4
	- capital	0.3
universities	- current	691.7
	- capital	71.0
other expenditure - administration	- current	295.0
- other	- current	10.8
	- capital	4.7

* Most teacher training expenditure is now included in further education.

		(£ million)
total expenditure on education	- current	6285.9
	- capital	443.5
	- total	6729.4
	- loan charges	495.5
Related expenditure		
training of teachers - residence *	- current	9.2
	- capital	0.1
school health	- current	13.2
	- capital	-
meals and milk	- current	413.6
	- capital	1.9
youth service and physical training	- current	82.0
	- capital	7.5
maintenance grants and allowances		364.1
travel costs of pupils/students		130.9
other expenditure	- current	-
	- capital	-
total related expenditure	- current	1013.0
	- capital	9.5
	- total	1022.4
	- loan charges	23.3
All expenditure	- current	7298.8
	- capital	452.8
	- total	7751.7
	- loan charges	518.8

* Most teacher training expenditure is now included in further education.

1.4 Political Intervention

Political intervention in education - in the form of central governmental legislation and regulation - came fairly late in the history of the United Kingdom. It was not until 1870 that the first national Education Act was passed by Parliament, and

established full-time compulsory elementary education for all children from the ages of 5 to 13. It seems clear that this development emanated more from the need to have a literate, numerate workforce than from any humanitarian principles. This was the period when the "three Rs" "Reading, 'Riting , and 'Rithmetic", predominated in the general public education of young children. From the outset the responsibility for setting up suitable institutions to carry out this mass education function was devolved from central government onto local school boards, which had the responsibility of identifing (or adapting or constructing) suitable buildings and employing suitable staff to teach the children. In some areas the task was eased by the existence of so-called "British" or "National" schools, which had been founded by various Christian religious denominations. In others, especially in some of the raw industrial areas in the northern coalfields, there was a distinct lack of any such educational resource. Consequently, great local efforts were made to raise the money for the building of large barrack-like structures. Examples of these "Board Schools" can still occasionally be seen about the country, especially in certain deprived inner-urban areas. In a number of Board Schools a parental contribution was levied towards the cost of running them. But most municipalities and rural school boards accepted that the major (eventually total) cost was to be at public expense.

It was this rapid national development of elementary education in the nineteenth century which, together with subsequent further development and extension of schooling following key legislative enactments in 1901, 1919 and 1944, led to the twentieth century assumption by the authorities that there was no illiteracy in the indigenous adult population except in cases of mental subnormality or gravely disadvantageous circumstances of child development (for example, chronic ill-health).

1.5 The Educational Background and Literacy Situation

By 1972 the age of compulsory attendance at school had been raised to sixteen years. Coincident national studies of basic educational attainment by school leavers indicated that between 2 and 3 million adults were functionally illiterate; although only a very small proportion could not sign their names or recognise common words, a much larger proportion than expected of the more than forty million adults could not cope with the verbal communication in an ever more complex society.

This observation was confirmed by the experience of the several voluntary agencies already offering specific literacy provision; in many cases - once their services became known in a town or district - demand arose very quickly and often resulted in waiting lists for enrolment.

Informed by this experience, a group of the voluntary agencies under the banner of the British Association of Settlements founded the "Right to Read" campaign and invited other sympathetic organisations such as the National Institute of Adult Ecucation and the National Association of Teachers in Further and Higher Education to join them. In addition, a number of Members of Parliament from each of the three major parties became identified with the campaign. One of these, Mr. Christopher Price, M.P., promoted a Private Member's Bill to secure a governmental commitment to literacy work and for the establishment of a national focus to stimulate and support relevant activities throughout the country. Like most other Private Members' Bills it had little chance of success unless it was endorsed by senior ministers and the Cabinet, thus becoming official government policy. Mr. Price's Bill was no exception to the general rule, but it did stimulate an immense amount of interest and publicity and was supported by a surprisingly large number of parliamentarians.

Coincident with this political activity, the British Broadcasting Corporation (BBC), advised by its Further Education Advisory Council, had decided to make a major commitment of its educational budget and resources to producing a television series (with an associated radio series for tutors) aimed at offering help to those who found difficulty in reading or writing. In addition, the BBC determined to set up a linked referral service using telephone and postal media to connect would-be students to local literacy centres; there was a further commitment to produce high quality low-cost print-on-paper support materials to relate to the broadcast programmes and to be used by individual learners or groups.

News of this major BBC initiative had been conveyed to central and local government through local conferences and consultation and by documentation outlining the intentions. The scale of the operation was further emphasised to central government when Mr. Donald Gratton (Controller of BBC Educational Broadcasting) and the present writer (Director of the National Institute of Adult Education) made representations to the Department of Education and Science (i.e. the Ministry) to fund

an evaluation of the first three years of the campaign in all its aspects, but with particular investigation into the role of broadcasting. Rather to our surprise, the proposed evaluation was warmly and encouragingly received. The change of atmosphere and attitude within the Department became more understandable when, a few weeks later, there was an official Ministerial announcement of central government endorsement of the campaign, together with £ 1 million of "pump-priming" finance to be allocated by a central agency for the support of local authority and voluntary body literacy provision, for the training of full-time, part-time and voluntary staff (organisers and teachers) and for the production of learning materials of all types. This announcement came in the late summer of 1974 with a view to achieving an official start to the programme and the agency on 1st April 1975. The BBC's commencement date for the television programmes was September 1975, preceded by a May-July series of sound broadcasts for literacy tutors.

The organisational framework of development from 1974-75 to the present day (mid-1981) is summarised in the few paragraphs below. It was not until late 1977 - early 1978 that serious attention was given to post-basic literacy provision. Much of the early phase was hurried, ad hoc and piecemeal, although still remarkably effective in achieving an annual provision for some 70,000 adult literacy students with the regular annual deployment of the equivalent of 450 full-time staff, 4,500 part-time staff and 40,000 volunteer tutors and teaching aides.

The original government-backed literacy programme which began in 1975 narrowly defined its objectives in terms of help for those who could not adequately read or write. A first phase, signified by the setting up of the Adult Literacy Resource Agency (ALRA) as a special agency of the National Institute of Adult Education, lasted from 1975 to 1978. This was a pump-priming stage - in terms of operational finance, materials, expertise and training of tutors (particularly voluntary, i.e. unpaid, tutors). Over 50,000 such tutors were trained in this first phase.

From 1978 to 1980 the Adult Literacy Unit (ALU) took over from ALRA. Pump-priming in operational finance and materials was reduced, and consultation aimed at consolidation and development replaced the initial emphases. However, the training of trainers, organisers and tutors remained a priority. Money was given for some 30 "action-research" programmes in different

parts of the country, several of which were post-literacy in character. Evaluation of all these has been completed, and the full text is now available (ALBSU, 1981).

Also during the 1978-80 period, the national Advisory Council for Adult and Continuing Education (ACACE) published an important report titled *A Strategy for the Basic Education of Adults* (1979). This widened the concept of basic education beyond the early limited "literacy" constraints and, in a wide variety of contexts and target groups, identified oracy, literacy , numeracy, and basic social and life skills as being contributory to the necessary breadth of the concept and operations. In the event, the central government accepted about half of this total definition and limited their endorsement to "literacy, numeracy and those related basic communication and coping skills without which people are impeded from applying or being considered for employment".

Although accepting that this was some progress towards the broad-front strategy which it had long advocated, the National Institute of Adult Education, through the newly-formed Adult Literacy and Basic Skills Unit (ALBSU) has found this definition most difficult to administer - largely on account of the arbitrary and illogical cut-off points, and the exclusion of initial "English as a Second Language" programmes from its remit. However, post-basic literacy and all types of post-basic "bridging" programmes are now being strongly encouraged.

1.6 Conceptual Links to Post-literacy and Continuing Education

The rapid erosion of marginally acquired skills on leaving the formal education system accounts for a substantial proportion of functional illiteracy in Britain. But the second order reasons for this erosion require an extension of the initial conceptualization, for we are now aware that dynamic technological, commercial and social forces, which are rampant in pluralist societies such as the United Kingdom, are producing functional illiterates every day.

From the very beginning of the British adult literacy campaign, it was seen as important that the various target skills (oracy, literacy and later computational skills) should be presented in real life contexts which would demonstrate their utility and contribute to 'learning' in the terms of a

given context, as well as in purely literacy terms. Whilst not being tied to the axial graticule model of the Adult Performance Level Study (US Office of Education, 1977), British promoters of adult literacy and post-literacy programmes have been concerned with functionality. This should not be confused with the rather narrow economic functionalism of the Unesco Literacy Programme, but rather associated with the contextual elements of the multi-media programmes employed. Thus the BBC television series "On the Move" projected a serial story about two furniture removers, in which the literacy stimulus and learning were worked into a wide variety of domestic, industrial and often humorous situations. The series also broadcast statements by new literates stressing the usefulness in terms of home, work, and social life, as well as the delight and confidence achieved by the removal of what the new literates saw as a shameful stigma.

Operationally then, at early literacy educational stages, the idea of a dynamic contextual basis to the curriculum was well understood. The development of specific post-literacy programmes has occurred largely in response to evidence of barriers to educational and social mobility - partly curricular, partly material, partly structural.

Another perspective on this issue was obtained from the National Institute of Adult Education (NIAE) evaluation of the first three years of the literacy campaign (Jones and Charnley, 1978). This evaluation demonstrated that growth in confidence was the most highly perceived and noteworthy gain (particularly in the minds of the newly literate students themselves) and that this confidence produced a demand for the further exercise of the newly acquired skills. Sometimes this could be satisfied by workers coping more successfully with their job or by parents reading to their small children. But frequently there was a demand to continue and learn something else of interest and value, and immediately large gaps in the educational structures, curricula and institutions appeared. It is to bridge these gaps that a substantial array of programmes has been devised. Indeed the concept-label "Bridging Courses" has become a generic term for many of these programmes, as well as designating others at different levels of educational endeavour, e.g. "Return to Study" programmes at the pre-higher education level, and "New Opportunities for Women" programmes at various levels.

2. GENERAL ISSUES

2.1 Policy Matters

As has been indicated in Section I of this paper, the central enunciation of policy - particularly in regard to curricular matters - has not been very common in the history of British education. In some ways the setting up of the Adult Literacy Resource Agency (ALRA) in 1975 - and attaching it to the National Institute of Adult Education (NIAE) - was a piece of disguised centralism which enabled a quasi non-governmental body (ALRA) attached to an independent voluntary foundation (NIAE) to act as a central pump-primer (financially speaking), as well as a stimulator and innovator in curriculum and method. All this was in marked contrast to the highly decentralised nature of most U.K. educational policy-making and planning, which is by law (the 1944 Act) the responsibility of local education authorities or, in some instances, specifically designated voluntary agencies.

However, during the period of ALRA, (1975-78), very little was discussed or projected about post-literacy provision. Certainly, the various ALRA terms of reference did not include any mention of this concept. But by April 1978, when the Adult Literacy Unit had been formed, both the official terms of reference agreed upon by the Department of Education and Science and by the NIAE and the explanatory "implementation" notes prepared by the Unit clearly encompassed post-literacy projects for financiel sponsorship. In addition, post-literacy concepts and ideas began to be included in the continuing training courses engendered - or directly organised - by the Unit.

This gradual acceptance of working experience and the obvious growing need for post-literacy bridging provision could hardly be seen as a major central policy breakthrough; nor was the concept entirely a product of the Ministry's or the Institute's or ALRA's thinking. It arose from the informed

dialogue between local organisers and adult educators on the one hand and the consultant advisers of the central agencies on the other, as well as from discussions at workshops, seminars and training courses. It was a natural progression, as much a product of the consistent concern for 'functional' contexts for basic literacy work as of any large new idea.

2.2 Programme Objectives and Target Groups

The specific terms of reference of the Adult Literacy Unit (from April 1978 to March 1980) were as follows:

> ... the future development, within the general education service in England and Wales of
>
> - provision for adult literacy or provision in which adult literacy is a substantial proportion (but excluding English as a second language); and
> - provision for immediately post-basic literacy students.
>
> The Unit's main functions are:
>
> - to offer an advisory and consultancy service to Local Education Authorities (LEAs) and voluntary bodies;
> - to publish relevant teaching and learning materials;
> - to coordinate provision and, where a appropriate, provide training additional to that provided by LEAs;
>
> The Unit is also able, in collaboration with LEA's, to:
>
> - commission special development projects in LEA areas by means of the direct employment and assignment of staff or otherwise;
> - grant aid voluntary bodies, particularly those pursuing appropriate innovatory roles in the context of overall provision. (ALBSU, 1981)

In April 1980 the Adult Literacy and Basic Skills Unit was founded with much broader terms of reference, as the Department of Education and Science had been under considerable pressure to implement the Report of the Advisory Council for Adult and Continuing Education (ACACE) entitled *A Strategy for the Basic Education of Adults* (ACACE, 1979). This report had recommended the integration of "literacy" into the much broader comprehensive concept of "adult basic education", which was to include

oracy, literacy, numeracy, life and social skills. The report also spelled out a wide range of target groups, viz:

- socially disadvantaged groups;
- ethnic minorities;
- the unemployed;
- the physically and mentally handicapped;
- special age-groups;
- inmates of penal establishments.

When the officers of the National Institute of Adult Education went to the Department of Education and Science to negotiate the terms of reference of the new agency to carry on from the Adult Literacy Unit (which was due to close in March 1980), they had in mind this broad concept, preferably to the extent and range indicated in the ACACE Report. However, they found that only about half of the ACACE topics, targets and consequent programmes were to be included. Obviously, strong objection were raised about this arbitrary limitation of the Report's recommendations; but the ultimatum was virtually laid down that "this was all there was, and we had better take it or we might not get anything". The resulting terms of reference for the Adult Literacy and Basic Skills Unit (ALBSU), although a big move forward from the "narrow" literacy concept, had significant limitations and have proved difficult to administrate. The new Unit's remit was to encourage and stimulate

> "... provision designed to improve the standard of proficiency for adults whose first or second language is English, in the areas of literacy and numeracy and those related basic communication skills without which people are impeded from applying or being considered for employment."

The guaranteed life of ALBSU was to be three years in the first instance (i.e. to March 1983), but there was a strong hint from the Ministry that an extension after that date might be expected.

Already (mid-1981) representations by NIAE and ALBSU have been made to ministers about the need for continuity beyond 1983 and about liberalizing the above terms of reference, particularly to include first-stage English as a Second Language,

which is not officially part of the present remit. This exclusion is a particular bit of administrative nonsense; although there is substantial provision for the many immigrant peoples in the United Kingdom, the efforts tend to be fragmented and ill-coordinated. This important field of education needs the support, both qualitatively and financially, of a central organisation such as ALBSU.

Two final points in this sub-section: there is already a ready acceptance by government departments and by local education authorities of the need for post-basic literacy education services for adults; there is also a growing understanding in the corridors of power that we are not going to eliminate adult functional illiteracy by some arbitrary or apocalyptic date in the near future, as had been the naive assumption a few years back. This latter point and its implications for post-basic literacy education will be further discussed in Section 4 of this paper.

2.3 Methodological Approaches

The methodology of actual programmes and projects varies immensely, and the decentralised nature of British educational services tends to encourage innovation, ad hoc development, and experimentation. It may however be useful to mention here the basic strategies of the central units - the Adult Literacy Unit (1978-80) and the current Adult Literacy and Basic Skills Unit - in their efforts to encourage relevant high quality practice throughout the country. Basically there have been three strategies employed:

- the training of a core of trainers and activists, who in turn train others at district and local levels (multiplier effect);
- the encouragement by sponsorship of carefully evaluated innovatory projects; the subsequent publishing of detailed descriptions and assessments of these projects in ways which make the information readily available at all levels throughout the national field of basic and post-basic adult education;
- the establishment of problem-solving consultative groups (mostly district coordinators or centre leaders) to advise on content, curriculum and methodology and to form the inner core of expertise from which the multiplier effect can develop.

The choice of media for effective dissemination has proved to be very important. The printed word is used in popular, readily accessible forms such as special newsletters (distributed free) and sponsored publishing of materials produced both by local projects and by the central Unit. Use is also made of films, tape-slide packages, sound tapes, and video-cassettes. At all times academic or professional jargon is avoided, and in all the media high-quality graphics and other production techniques are used.

Throughout the six years of work with these media for literacy, basic education and post-basic programmes, an atmosphere of cooperation and collectivity has been engendered. At no time has there been the feeling of a hierarchy or a nexus of centralized power. Of great assistance in maintaining this network approach has been the existing extensive contact network of the National Institute of Aduld Education to which the Units have been attached. This rather surprising ministerial decision in 1975 has proved to be a wise one: not only have the Units been particularly cost effective (more so than similar governmental central units in other sectors of education), but this "democratic" style of working has been able to be maintained in the best tradition of the whole adult education movement in the United Kingdom and indeed throughout the world.

3. ANALYSIS OF TECHNIQUES USED IN POST-LITERACY PROGRAMMES

As will be gathered from the information and remarks of the previous section, the British post-literacy scene, as for the whole of British education, is highly decentralized with little central ministerial control on curriculum or methodology. Provision sponsored under the Manpower Services Commission and ostensibly linked to employment tends to be rather more specifically delineated, and its content may be the subject of some discussion and negotiation between officers of the Manpower Services Commission and local providers in further education colleges or adult education colleges and centres. For the rest, flexibility and innovation are encouraged with a view to achieving relevance to local circumstances and needs. Even where the central foci of post-literacy development are involved - the Adult Literacy and Basic Skills Unit (ALBSU) in England and Wales, and the Scottish Adult Basic Education Unit (SCABU) in Scotland - the tendency is to offer a number of methodological options and a range of techniques, rather than rigidly prescribing appropriate content, levels, procedures, and outcomes for all.

Nevertheless, even in this diversity, it is possible on careful examination of the strategies and techniques to discern certain common features. These will be treated below under the headings and in the order agreed upon at the December 1980 Planning Meeting for this project, although the typical U.K. complexity of provision (like the society in which it works) results in difficulty in placing them alle neatly under predetermined rubrics.

3.1 Newspapers, Magazines, Leaflets, Newsletters, etc.

The early emphasis in post-basic literacy work, as in so many other countries, was on identifying or providing suitable

reading materials for neo-literates. As will be noted in the next sub-section below, the United Kingdom is not short of commercially produced books and magazines for people with low reading abilities. But most of the material is aimed at the adolescent market, with content designed to interest teenage youngsters but without much (if any) adult content, and of a general tone and nature which many adults would dismiss as childish or silly. This is not to say that these commercial magazines do not serve a useful purpose in exercising in a limited way the marginal literacy competencies of children and young people; indeed it is not unknown to see adults reading these children's comic books, or teenage magazines. But the messages and the appeal are limited.

Consequently, specialist weekly newspapers or newsletters or monthly magazines are often developed locally or regionally. Sometimes these are printed by community (or educational centre)-owned simple reprographic or offset-litho equipment; in a few cases letterpress or photo-litho commercial printing techniques are employed. If the latter, then the financial aspects immediately assume greater prominence, since in order to make the operation financially viable larger print orders are required, and overhead production costs are greater. Occasionally the larger operations have received financial assistance from charitable trusts, at least for a year or two of pump-priming finance. However, many educators in the post-literacy field prefer the locally produced newsletter or magazine linked to other locally produced reading materials, e.g. information pamphlets about social services, health services, employment centres, and legal rights.

These latter reading materials, readily available at centres, libraries and sometimes shops in the locality, have become an important element in post-literacy print-on-paper provision, with carefully graded leaflets on family benefit rights, advice about child development, information on educational opportunities and housing, as well as on various arts and crafts, political and social issues, and on community affairs.

Related to this latter strategy, there has been considerable pressure exerted by literacy organisations and literacy workers - not always particularly successful - upon central and local government, ministries and administrative departments, and upon industrial and commercial enterprises to produce their respective pieces of public information in clear,

simple English rather than indulging in the legalistic obscurantism which is all too common. Provided that suitably worded pamphlets about finance, employment, national insurance, banking, etc. are available, these too can be a major asset as post-literacy material, offering essential elements of functional reality and reinforcement to the process of reading.

Here mention should also be made of a particularly interesting phenomenon which has served a double post-literacy purpose in its operation. This is where certain newspapers and magazines have devoted all or part of their space to examples of the writing produced by neo-literates - mostly autobiographical material, but also other varieties of prose and poetry. Both regular magazines and complete anthologies of neo-literate writing have been produced; as well as providing valuable reading material suitable for other neo-literates, they offer an object lesson about and reinforcement for the two major elements of literacy functioning - namely reading and writing. A voluntary movement to foster and sponsor this promising development has been founded with the cover-name "Write First Time", which identifies it clearly for the neo-literates as well as offering a slight play-on-words for the more sophisticated.

3.2 Textbooks and other Textual Materials

Textbooks and graded readers for neo-literate children abound in the U.K. Similarly, word flash-cards and educational games are readily available from various suppliers of educational materials. Most of these are produced by the educational divisions of large publishing houses, which find a major market for their products in the formal school system at both primary and early secondary levels. However, as previously noted, the majority of these textbooks and other materials are obviously designed to appeal to children and adolescents, and consequently the content and style are not ideal for older age groups.

It has not proved easy to persuade these same publishers to produce similar but relevant textual materials for adults, as they have been unsure both of the size of the market and the means of marketing and delivering the books. Notable exceptions to this unfortunate situation are the textbooks and readers produced by the broadcasting organisations designed to complement the broadcast programmes on television and radio. Some of these have been excellent (particularly those produced by the

BBC to relate to the neo-literacy programmes "Your Move" and "Next Move", which followed the original literacy promotional series "On the Move"). Similar texts have been produced by independent regional television companies. These texts include "Make It Count" from Yorkshire TV and "Just the Job" from Westward TV. Apart from the obvious advantage of linkage with powerful broadcast stimulus material, these books - often accompanied by audio cassettes and information kits - have been assured of a reasonable market, as the broadcasting media have a singular capability to advertise them.

Another quite successful strategy has been the re-writing, in linguistically graded versions, of classic novels, plays, and stories. These may sometimes offend the purist, but they do provide a feasible access to a cultural heritage previously denied to the neo-literate. Libraries and bookshops have enthusiastically endorsed this trend, and both normally have a range of titles on their shelves. When their production is timed to coincide with the screening on television of a serialisation of the classic in question, the impact is all the greater.

3.3 Supplementary and Follow-up Reading Materials

Many organisers of adult literacy programmes realised at quite an early stage the necessity to offer reading, writing, and computation courses subsequent to the basic provision. Not only did these continuation programmes help te reinforce the basic reading and writing skills, they also fed the growing curiosity, confidence and need-to-know of the neo-literate.

Sometimes these have been highly specific to groups or individuals who wanted to pursue a particular interest or enquiry. With the help of a sympathetic tutor, but also with the use of existing or specially produced reading materials and exercises, it has been possible for such groups to embark on "discovery learning" projects which are pedagogically sophisticated as well as individually successful. In various instances libraries and museums have been most helpful in assisting these projects and in identifying suitable materials for post-basic study and development.

On other occasions the participation of neo-literate groups in the production of literacy and post-literacy materials has contributed greatly both to their own development and to the stock of suitable and usable materials in centres.

(Note: one famous programme - selected, projected and analysed for the International Council of Adult Education's participatory research conference at Ljubliana in 1980 - involved a group of "slow-learners", i.e. slightly handicapped learners, in the production of excellent materials for themselves and others of similar disadvantage.)

3.4 Libraries

The United Kingdom is very fortunate in enjoying a nationwide free library service, which - by using motorized travelling libraries - reaches even remote villages. Recent financial stringencies have reduced the renewal and development of library stocks and decelerated the pace of new developments connected with electronic technologies. However, subject to the previosly stated caveats about the shortage of suitable publications for neo-literates, it is entirely possible for well-motivated neo-literates to obtain interesting and occasionally well-graded books in most parts of the country. Some libraries offer a grouped selection of well-written and linguistically graded books for the early reader; just as many offer large-print books for the partially sighted and talking-books for the hard-of-hearing.

Libraries have from the beginning of the campaign displayed the national literacy emblem, which is also projected on television. They offer a contact and referral service to adult literacy units and supply lists of reading material for learners and support material for reading instructors. It must, however, be emphasised that total reliance on the excellent municipal library service to animate and serve the needs of illiterates and neo-literates would be misplaced. Recent surveys have indicated that only some 31 % of the adult population regularly use public libraries (although others drop in occasionally for information or advice). Moreover it is those disadvantaged groups most in need of basic educational provision which are least likely to visit library premises or to regard libraries as a primary resource. As a consequence many librarians (like their colleagues in museums and galleries) are now moving away from their former custodial roles into active "outreach"; they are organising well-designed and graded exhibitions, search-type learning sequences, and are working in close liaison with adult educators. This welcome trend is already producing positive and wholly beneficial results. Linkage with the broadcast media (especially local radio) and door-to-

door contact campaigns have been very successful in some parts of the country.

3.5 Extension Literature

A better heading for this sub-section in the context of the United Kingdom experience might well be Post-basic Extension Programmes. Certainly, print-on-paper forms a significant element in all these programmes, but without the supportive framework of specific schemes it is doubtful whether the available literature will be taken up by the neo-literates themselves. Better performance at work and opportunities for upward mobility or enhanced job opportunities were always assumed to be major motivational factors for functional illiterates to participate in basic literacy programmes. In fact, these factors, though of reasonably high priority, are by no means top of the list. However, various experiences in labour market training and education have brought post-basic literacy and basic general education into prominence. On the one hand, the notion of "... required levels of general education as launching platforms for specific job training" (long understood in the Armed Services' educational training), and on the other hand the requirement to link newly acquired literacy and basic education with specifically designed vocational training, have now become significant components in official labour market education and training structures.

An excellent retraining programme sponsored by the Manpower Services Commission (MSC) for unemployed or imminently redundant adult workers known as the Training Opportunities Scheme (TOPS) requires entry levels of general education which exclude a significant proportion of applicants from the courses. Consequently, a nationwide programme of preparatory courses (known as PRE-TOPS) has been devised. These courses consist of low level - but post-basic - literacy and numeracy programmes, together with life and social skills programmes relating to industrial and commercial settings , and have stimulated the production by commercial publishers of some excellent relevant texts and packs of materials; they have also stimulated supportive curricular material for tutors from the MSC itself and the Adult Literacy and Basic Skills Unit.

A further occupational development, originally supported by local authority and charity money and now financed by the Manpower Services Commission, consists in the Industrial Lan-

guage Training Units (ILTUs). These are teams of skilled specialists in English as a Second Language (plus the difficulties and problems of ethnic minorities) who devise highly specific tailor-made programmes for immigrant workers in various types of factories, shops, hotels, and enterprises. The learners are given limited paid release from work to undertake the programmes, which we usually conducted on company premises and during normal working hours. The work of the ILTUs is co-ordinated, supported and evaluated by the National Centre for Industrial Language Training, which produces excellent booklets and packs of relevant extension learning and further reading materials.

As has been mentioned, the United Kingdom abounds with explanatory leaflets about employment, health services, social services, finance management, domestic technology, etc. Unfortunately much of this material is of a level and style quite unsuitable for neo-literates. However, in the context of specific programmes or situations (e.g. extension education programmes concerning child-care or health, or in employment agencies or welfare offices) much has been done to provide graded reading material which is informative and adapted to the motivational concerns of many with a limited education. One recent production of extension literature was when the Adult Literacy and Basic Skills Unit and the central government Department of Energy jointly devised a pack of materials for learners and tutors enabling the essentials of energy conservation to be built into various basic education teaching programmes. Instead of stressing energy conservation in the form of emphatic didactic presentations, the excellent reading and writing material about good energy practices is introduced as part of the regular curriculum and learning materials. This promising experiment has yet to be fully evaluated.

3.6 Out-of-School Programmes Parallel to the School System, and other Nonformal Courses/Programmes

Much of the general education curriculum of the formal school system is dominated by the requirements of external examinations for nationally recognised certificates, diplomas, and degrees. For many people with the minimum compulsory schooling but without these school-leaving certificates or post-school education diplomas, the major ambition informing their adult educational involvement is to acquire such certification and thus qualify for better or more congenial employment or for further on education. "Credentialism" is possibly

not quite so all-pervading in the United Kingdom as in certain other countries, but it is very prevalent, and courses leading to school-level as well as further education certificates are part of the regular institutional programmes of many adult education centres and colleges.

For the most part, organisers, tutors and learners have not been inclined to perceive certificates as stimuli, although there has been a recent minor trend towards literacy or post-basic certificates. Research has indicated that there is a proportion of the target population are stimulated by the achievement of certain pre-set levels which may lead to a form of certification below that of the general certificates of school-leaving education or the occupationally oriented certificates frequently sought after by young people. This is another example of structural bridging, where the stages in the formal educational system are too formidable for the neo-literate and the gap between basic literacy and the threshold for such certificate courses too wide. In some cases efforts are being made to link through to the next stage (post-neo-literacy), where, after successful "bridging" into a wider curriculum, these highly motivated students will proceed to courses equivalent to the general school-leaving certificates.

3.7 Occasional Programmes Based on Special Needs and Interests

A great deal of programme planning in British adult education centres and colleges caters to special needs and interests. Principals and organisers are trained to diagnose the needs, demands and interests evolving within the communities they serve and to initiate programmes accordingly. A certain degree of innovation - which may be occasional and even ephemeral - is therefore a regular part of the scene.

This tradition of topicality and relevance has been deployed in several instances to cater to neo-literates by offering "interest" courses. These programmes do not overtly stress the literacy or numeracy elements, but have built-in literacy and numeracy requirements in an indirect or disguised form. Sometimes these have been devised to meet expressed needs or interests, e.g. motorcycle and car maintenance, photography, tenants' rights, etc. Sometimes a range of "taster" programmes (short courses to stimulate interest in crafts, physical and health education, etc.) have been developed at a centre in

order to gain experience from which more informed choices can be made.

Another variation of this strategy has been to convert or adapt a centrally situated shop or club in order to produce a social or even commercial atmosphere which is not too overtly educational. These are often generically designated "Drop-in Facilities". The principle is to deploy the informal education style of much successful out-of-school youth service work; also the ethos of the neighbourhood club or community centre is engendered. No requirement is placed upon the neo-literate to register for a fixed sequential course. Instead, packaged materials plus personal informal help and support are available whenever required. This strategy has been very successful in a number of inner-urban areas. It has also proved effective for basic numeracy provision where more traditional sequential group or individual tuition has failed. Sometimes such facilities are linked to a quasi-commercial operation where books, magazines, cassettes, posters, etc. are sold. Alternatively, the club atmosphere is fostered by providing café facilities in addition to advice and counselling services.

3.8 Correspondence Courses

Correspondence education for adults is extensively developed in the United Kingdom. Apart from open university students (engaged in a multi-media distance education experience) there are some 600,000 adults annually registered with the correspondence colleges. Few of these colleges, however, have concerned themselves with the neo-literate; most of their provision is an alternative form of study directed towards the immense range of formal certificates, diplomas and other qualifications. A few, notably the National Extension College, have engaged in various "bridging courses" ("Return to Study", "Learning How to Learn") which would be of relevance to the post-neo-literate referred to in 3.6 above; the same college has also devised various correspondence packages of numeracy, post-literacy and social skills courses linked to high impact educational broadcasting programmes on the same topics.

It should perhaps be mentioned that the Open University has devised an excellent para-professional distance course (with a paramount correspondence element) for tutors of reading and writing, which has been very useful and popular with both paid and voluntary tutors and organisers.

3.9 Special Study and Action Groups

Most of the United Kingdom experience in this category centres upon special programmes of post-literacy education geared to the needs of specific disadvantaged groups. Ideally this strategy is associated with the expressed needs of these groups rather than being imposed upon them. Linkage with the indigenous community, as well as with cultural and social agencies, is important. Examples are:

- ex-offenders newly released from prison;
- the long-term unemployed;
- the physically handicapped;
- the mentally handicapped;
- ethnic minority groups;
- gypsies and other "travelling people" (e.g. canal boat travellers).

In all cases the particularities of the groups' social environment form part of the curriculum and the learning materials. In some cases, a Paulo Freire style of *conscientization* becomes a major feature of the educational experience. No doubt a degree of "perspective transformation" (Mezirow, 1978) will take place, although these various intrinsic curricular phenomena would not necessarily appear as overt aspects or components of the programme.

This whole area of target-group provision allied to social action is very sensitive and requires further action-research and evaluation. Although humanitarian concern those with educational disadvantages must always inform every level of educational planning and delivery, various problems have been identified in target group provision, e.g. the potentially invidious and socially divisive nature of group labelling ("deprived", "handicapped", "educationally sub-normal", etc.) and the immense political problems in achieving consensus for "affirmative action" in respect of one disadvantaged group as compared to another or to the population at large.

3.10 Instructional Television, Radio, Film, and Other New Educational Technology

The signal contribution of broadcasting in the British literacy campaign is well documented. The stimulus for functional illiterates to come forward and to join local programmes, the linkage via telephone referrals to local literacy projects, the removal of the sense of shame, the building of individual confidence and consciousness achieved by the broadcasts (notably the BBC) are all well understood (see Jones and Charnley, 1979; Hargreaves, 1980).

More recently there have been other successful series, some of them distinctly post-literacy, produced both by the BBC and by commercial companies:

- "Make It Count" (basic numeracy) from Yorkshire TV;
- "Just the Job" (youth employment) from Westward TV;
- "Know Your Rights" (life and social skills) from the BBC;
- "Speak for Yourself" (post-basic English as a Second Language, and social skills) from the BBC.

Another important asset of the broadcasting commitment has been the production of excellent supportive print materials which have been widely distributed at minimum cost. In addition, video-cassettes of the TV series and sound tapes of associated or similar radio broadcasts have been made available at modest cost. As recording equipment becomes more widely available in educational institutions, recordings are made of the broadcasts. Such recordings do not infringe copyright laws, provided they are for educational purposes only and all held by the educational institutions for limited durations only. Most evaluations of educational TV and radio for literacy and post-literacy purposes stress their unique capability to reach out the persons, families and groups where none of the other media penetrate, and to stimulate them to take some action to meet their needs. This may be to join a literacy centre or "drop-in" club, go to a library, or to get hold of some information or advice. It is usually at this second - or even subsequent stages - of the procedure that the actual systematic cognitive learning takes place. It may well be, however, that an important element of affective learning takes place, whereby resistant attitudes to organised learning are changed, stereotypes are eroded, and stimulus to positive action is accepted. These

latter learning objectives appear to be particularly achievable by skilled educational broadcasting.

The other great success in both literacy and post-literacy efforts has been the linkage between the ubiquitous mass media and local schemes, agencies and materials. Telephone and postal advice and referral services, often published by the broadcasting or newspaper media, have proved their worth, especially for people newly motivated to continue their education, newcomers to a district, and the isolated or house-bound.

More recently, the educational scope of the broadcasting media has been further enhanced by "teletext" (broadcast printed information in the form of multi-"page" broadcast magazines, where specific topics can be called up at will on the TV receiver). There are three such systems in the United Kingdom: CEEFAX on BBC channels; ORACLE on commercial channels; and PRESTEL, a telephone call-up data bank operated by British Telecom.

The massive growth in microcomputers (every UK secondary school and college should have one by 1985) suggests further possibilities for educational technology in post-literacy. Experiments are currently under way, but have not yet been fully evaluated.

4. CASE STUDIES

The United Kingdom case studies presented here do not all fit tidily under the headings listed in the project planning document. However, their relevance to the whole concept and activity of post-literacy education should be immediately evident, and elements relating to particular headings will be emphasised where appropriate.

Most of the following examples are taken from the official evaluations (1981) of a series of development projects funded by the Adult Literacy and Basic Skills Unit (ALBSU) between 1978 and 1980. The evaluations involved workers and participants, as well as local officers and visiting staff from the Adult Literacy Unit, and were a mandatory element in the sponsoring agreements between the Unit and the organisation or institution concerned. The section about the Write First Time (the neo-literates' writing) movement first appeared as an article by Dr. Susan Shrapnel (1980).

Not all these case studies illustrate unequivocal success: many difficulties occurred, and very few proceeded entirely smoothly. But they do illustrate the wealth of effort and ingenuity of both statutory and voluntary organisations, as well as their respective workers, in devising programmes, activities, materials, and environments which provide educational bridges from the first frail platforms of literacy to the solid earth of life-long development and learning. Behind the cool language of these reports, it is possible to perceive the human concern and commitment which are hallmarks of this vital work.

4.1 Wiltshire Local Education Authority (LEA): A Bridging Courses Project

This case study illustrates several facets of post-literacy provision: the concept of 'bridging', the special study or special interest, the production of relevant reading materials, and the engendering of motivation to continue learning both more widely and in depth.

An adult literacy class may be the first step towards encouraging adults to take advantage of adult education, but often the next step, from adult literacy classes to adult education classes, is particularly difficult. Many students who want to participate in practical courses such as car maintenance, cooking, or woodwork, are deterred because they feel unable to cope with the reading and writing involved. One solution is to provide bridging courses, combining practical learning with literacy tuition and concentrating on useful and essential everyday skills.

It was a particular incident which started the idea of bridging courses and encouraged Wiltshire LEA to set up a "Bridging Courses Project". A young motorcyclist, who had been given help with reading the Highway Code by his tutor, failed to take his driving test; on the day of the test he was unable to remedy a fault that had developed with his motorcycle as he could not read the maintenance manual.

An experimental course on motorcycle maintenance was set up, with the help of an interested volunteer tutor. Ten students enrolled and a manual was specially prepared. The success of this course and the interest shown by students in other subjects led to the appointment of a part-time project organiser who was to plan and develop four to twelve-week courses, recruit students and teachers, and assess the value of the courses as a "halfway house" between literacy classes and adult education.

Students, tutors and the project organiser discussed possible subjects for the courses; these fell into three main groups:

- practical do-it-yourself topics emphasising safety and economy, such as car maintenance, safety in the home, and home-budgeting;
- fieldwork subjects such as gardening and local history;
- students' hobbies and interests, e.g. winemaking and flower arranging.

An additional course was also suggested:

- "Know Your Rights" - dealing with social benefits and filling in forms.

The final choice depended on the special fields and skills of the available part-time teachers, as it was felt that

the most suitable teachers would be those who were already involved in the county's literacy work and who could offer additional skills. The teachers were responsible for producing for the courses booklets and manuals which had to convey quite technical information at an appropriate reading level - a task which, in the time available, proved quite difficult.

The courses were intended to attract adults in need of help who were "outside the system", as well as students already attending literacy classes in Swindon. Posters were displayed in public places throughout the town, an article appeared in the local press, and the project organiser made personal contacts with a number of local organisations, including the Workers' Educational Association and the probation service. However, possibly because most of the publicity was in the form of written communication, no "outsiders" were attracted, and the fifty adults who attended the courses were all regular attenders at literacy classes.

Eventually seven courses were held during the autumn, spring and summer terms:

- "Read about and Understand Your Car", a nine-week course attended by 11 students;
- "Fashion for Beginners", a twelve-week course attended by 7 students;
- "Cooking on a Budget", which lasted for six weeks;
- "Make-Up and Manicure", attended by 5 students over six weeks;
- "How to Care for Your Motor Bike": the original six-week course was repeated by popular request;
- "Know Your Rights", a five-week course which 8 students attended;
- "Out and About", which looked at local people, places and events for six weeks during the summer term.

All the classes were held in the evening, and the rate of attendance compared favourably with that at adult education classes. Students also continued to receive "regular" literacy tuition, using the manuals prepared for the bridging courses as additional material.

The courses were so successful with the students that

many repeats were requested. It seemed to be the sharing of a common interest, rather than difficulty with reading and writing, which helped the students to develop confidence and willingness to share practical skills and information.

In her final report, the project organiser pointed to the need for "bridging courses" as a regular part of adult education. She felt that the courses run by the project were not only a stepping stone from literacy to adult education classes but also provided a stimulus for the further development of reading and writing skills.

The Wiltshire Project was sponsored in September 1978 for one year at a total cost of almost £ 2,500.

4.2 Write First Time: a voluntary movement of considerable influence.

The importance for neo-literates of reinforcing their new reading skills by writing has long been understood. That they could actually produce publishable material and thus make a contribution to the stock of suitable post-literacy reading material was less easily perceived. The following account of a national movement in the United Kingdom, where both these educational objectives have consistently been pursued, is salutary.

(The following description and analysis is by Dr. Susan Shrapnel (1980), one of the main activators of the Write First Time movement.)

> Write First Time started at Easter 1975 after six months of discussion between literacy workers on how to produce and circulate reading that would be responsive to real issues, and simple in its language without being simple-minded. The format we came up with was a four-page A2 broadsheet (it expanded after two years to eight pages) filled almost entirely with literacy students' writing. The developemnt of Write First Time exemplifies the changes of emphasis within this whole field of activity.
>
> The first move was the decision to use students' writing. We were still thinking about gaps in reading matter, in the culture to be received: and it became clear to us that if we wanted to close the gulf between the experience, class perspective, educational history, and self-concept of the stu-

dents, and those contained in what they re... the best way was for the students to write. What concerned them would be an adult concern. The quality of writing that came in as soon as the paper was launched amply justified this belief: there was a source of material that would always have greater purpose and urgency than material written by teachers trying to avoid phonetically difficult words. We were, and still are, encouraged in this concept of the work by the growth of local working class and community publishing groups, one of which, Centerprise, had already made the connection with literacy work and begun to produce 'large print books for new adult readers'.

But the emphasis moved quite fast from supplying reading matter to the value of writing in itself. When the 'problems' are defined as difficulty with reading or with spelling, writing for yourself or to communicate with others can drop out of the curriculum except in so far as it offers a practice ground for spelling. But there is now plenty of testimony from learners themselves that getting down what you have to say, however mediated the process needs to be by tape recording, using a tutor as secretary, and so on, transforms you into an active user of literacy and not just a passive receiver.

The further development was to see the value of involvement in the whole process of publishing. The more control the writer has over the work that leads up to printing, and over the sales of the books - processes which all of us have had to learn by doing them - the less likely you are to endow printed matter with mystique and authority. To make a book also vitally changes your understanding of yourself: from taker to maker. It doesn't work like magic, but we have seen many people move into authority, confidence and skill through their involvement with making books. Like making anything, it's a powerful educative process.

So Write First Time now functions as a kind of travelling workshop, involving literacy students and tutors in different places in editing and layout - a development that grew out of two national conferences of its readers and writers. And the Gatehouse Project in Manchester has employed literacy workers and students alike on its Job Creation-funded venture to publish local students' writings. Write First Time chose a broadsheet format because it allowed variety, scope for scanning and choice, the freedom to cut

up and re-use, and the cheerful promise of more to come of a periodical. But it became obvious that the quality and potential of student writing was being realised in many places, and in many forms. Duplicated and stapled A4 magazines have come and gone, with any spare copies being snapped up by any neighbouring centres or contacts who came across them. Going for wider sale depends on many conditions: on having a text strong enough to recommend itself readily; on a student or group of students who, when the suggestion is made, choose to work towards making a published product; on a strong sense that you serve a defined and separate culture which can best meet its own needs, which is most markedly true of the West Midlands Travellers School books; on the availability of illustrators; on access to equipment; on help with distribution; on funds; on time. Like many forms of self-publication - community newspapers, political pamphlets, etc. - we have all been helped by the simple technology of litho printing. We have sold through reviews (not enough of them), conferences, and personal contacts. For almost everyone who has done the work it has been in addition to their main investment in learning, teching and organising. But, restricted as it has been, publishing has spread, developed and become familiar as an activity of literacy centres.

We are talking about small-scale writing so far; fragments, in some cases, built into a structure not of individual authorship but of a collection from a group. In other cases, episodes that become visibly something when they get space and illustration, or longer pieces where the finish is the writer's. Most of it is narrative, and mostly first person narrative. When it is fiction, it tends to be of a few kinds: tall story, or spine-chiller, or wish fulfilment. A few people write verse. Many write a prose that is exactly paced, and which has been mistaken for an attempt at poetry by readers who don't know that we sometimes lay out work in short broken lines to make it easier to read. We are beginning to think about models and techniques that will encourage other shapes for writing: but argument, for example, is much harder to hang on to in your mind than narrative, if the process of getting it written down is obstructed.

We also think about the slide between transcribed speech, speech-based forms which are worked out as writing, and writing that is different from speech in general or from its author's speech. This may sound highly abstract, but it has become clear that we need a range of sensitivities to

possible routes towards expression. Some writers find that what is fluent, complex and alive in speech shrinks down to something simplistic and half-expressed in writing - and this may not only be because of avoidance of words that are hard to spell. Others may resent our over-praising a tape extract or short dictated piece which seems to them to be only a sketch or first draft; helping people to write often means helping them not to be defeated by the job of re-writing. When people do use the forms of their spoken language, it is vital to accept them and to encourage the writer to see them as acceptable.

The pedagogy that goes with the emphasis on writing has its own logic of development. It may seem less obvious why we want a national circulation of those products: won't local use of local writing do? We think not. There are enough forces tending to provincialise and divide voices within our culture, reinforcing the pretence that it is only from the metropolis or the highly educated that statements of national interest emerge. So the recorder of the small history of daily life is denied understanding of how widely that life is shared and how common are its stresses and the resistance to them; he can be driven into the exaggerating of local difference that divides even area from area within a city. This is particularly a danger for working-class people whose lines of national communication are so narrow compared with the trunk-routes of the media, and which as far as they do exist depend mainly on working-class organisation. Literacy students are often isolated even from this national network by the self-blame they have been taught. By speaking to each other they find likenesses and solidarity. Very few of them have yet had the chance to do so face to face, but we hope the experience will grow. It is noticeable that when students come together on full-time courses (that's to say TOPS preparatory courses), they can move into self activity at a speed not common with the two hours a week part-time learner. Through conferences, collaborative work and discussions, we have begun to build up common understandings, however different our local developments have been, to the point where I can say 'we' throughout this article.

I don't claim that all the literacy workers and students who have produced books will endorse what I say; but I can be confident that they will recognise the elements of the debate, and be able to take it up and pursue it. This is not too common within adult education, and yet it is of great

value. It is a state of affairs closely related to our position within adult literacy as a whole. I would not dream of claiming that those who have chosen this line of work are the only vanguard or have made the only productive contribution to materials or ways of working. But many of us are aware that we are innovative enough to go against the grain here and there, and to put people's backs up. It would no doubt be seen as unfair if I were to say that the development of this kind of work is one expression of a concern with quality of teaching, with the educational problems that lie at the core of adult literacy work and with their connections to the political and cultural status afforded to literacy students, as against a head-count approach which is the easiest one for responsible authorities to adopt in looking at the success of their literacy projects. This may be a simplification. But it has been a consistent experience of people beginning to work in this way that the priority we give to this line of development is not matched by the support it is given or the degree to which it is made part of the working structure.

But above all what is needed is recognition of the potential of the writing emphasis within literacy work, whether it extends to national publication or not. And that means recognition of the potential of literacy students, and the overthrow of all the compromises and corner-cutting that can creep in when we categorise this as "low-level work".

4.3 The Peckham Bookplace: Publications Project.

The next example illustrates the value of being able to dispense a very small - but very valuable - amount of "seed money" to the right organisation at the right time. The result has been the immediate production of some very useful readers, as well as the encouragement of a highly innovative community enterprise to make an even greater commitment in its services for neo-literates.

Although in general the Adult Literacy Unit was not concerned with the development or publication of student material, the need to stimulate development in specific areas was acknowledged. When The Bookplace, in Peckham, London, sought assistance with the publication of two specific pieces of material, the Unit agreed to sponsor them.

The Bookplace is a community bookshop in Peckham High Street which offers a number of services to the local community, including literacy tuition in the shop. The staff and students have produced two pieces of reading material - a set of easy readers for adults at the beginning stages of reading and an anthology of West Indian writing, published under the title 'Milk River'. Both were published by and are available from The Bookplace.

The project was sponsored from June 1978 - February 1979 at a total cost of just under £ 1,000.

4.4 Workers' Educational Association (Yorkshire South): Literacy and Trade Union Education.

This is clearly an important extension course and is in the long tradition of Workers' Educational Association (WEA) social purpose education embedded in the context of working life. Extension literature was an essential feature of the project.

The Scunthorpe Branch of the WEA had been involved in adult and trade union education for many years. In addition to its liberal arts courses it had established an adult literacy programme which had been gradually merged with LEA provision. The Branch, together with part-time tutors working in classes, had extended trade union education into the field of second language work with Asian, Somali, and various European guest workers.

The ALU sponsored project was centred around adult literacy work in the trade union movement and had the support of the TUC (i.e. the Trades Union Congress, which is the trades unions' umbrella organisation in the U.K.), the local trades council, the LEA, and individual unions affiliated to the WEA. It concentrated on two sorts of activities:

- the design and preparation of publicity, recruitment and teaching materials aimed specifically at industrial workers and trade unionists;
- organising classes, or teching situations, more attuned to the traditions of trade union education than "adult literacy".

It was further agreed that a special effort should be

made to involve women trade unionists. The WEA had established a thriving women's studies group and it was hoped this group would become involved in the provision of the basic skills courses as well as in the development of recruitment and teaching materials.

The branch intended to build on its experience of adult literacy and second language work in Scunthorpe to experiment with teaching materials. It was felt that, despite tremendous improvements in this field, very little material actually "reflects the reality of people's working lives" and that close collaboration with various trade unions could help produce more relevant material. A subsidiary aim of the project was to publish this material for use in a wider context, including general courses on trade unions.

The main courses were run during the project under the programme title "Skills for Action". These were planned around classes for improving basic skills in reading, public speaking, note-taking, letter-writing, running meetings, etc., and each syllabus was geared to the practical problems students would be likely to meet in their everyday activities as trade unionists.

Although a dozen students took part in the first course, there were difficulties in a shift-working town in designing a programme which was flexible enough to attract large numbers of steelworkers. This was further complicated by the 1979/80 steel strike. The basic skills programme was placed low on the agendas of most unions, which were more concerned with redundancy and pay issues.

The project did however produce a range of materials relevant to trade union courses. Of particular interest was a series of sheets describing different jobs written by people working on them. It is hoped that future TUC "membership education" plans will make use of these various Skills for Action sheets which have been circulated to the WEA and interested organisations in other areas. The women's studies scheme was also influenced by the recognition that basic skills needed to be included as a part of adult education for women.

The second of the two courses was based on subjects chosen by the students themselves and included classes on the media, the silicon chip, social class, and on meeting procedure. Material on the media, for example, presented information for discussion, including facts about the ownership and circulation of newspapers.

In its own assessment the WEA did not see the project as a limited experiment but as part of its continuing role in education. The programme, it says "has positively stimulated new initiatives in the Scunthorpe area which have been and will be followed through on a long term basis. Perhaps from the WEA's point of view this is a major criterion of success".

The project was sponsored between October 1978 and March 1980 at a total cost of just over £ 2,500.

4.5 Bristol (Avon) LEA: Post-Literacy Provision for School Leavers

This case study might conveniently be categorised as an "Out of School Programme Parallel to the School System", as the project plan puts it. But it also illustrates the tapping of a diversity of voluntary resources and the difficulties of working with young people in inner urban settings.

The Bristol Raising of the School Leaving Age (ROSLA) Project was developed in the early 70's to offer a more meaningful education out of school for non-academic urban young people during their last year of compulsory education. The young people attending the project are on the whole alienated from education, with histories of truancy, social problems, etc. Some ninety youngsters from six Bristol comprehensives attend this parent project one day a week. They come from a wide geographical area, from the suburbs as well as the inner city area, and most have a combination of such problems as deprived homes, one-parent families, serious health deficiencies, fear of travelling out of their locality, etc.

The ALU sponsored project arose out of this work with ROSLA youngsters (referred to as the parent project) and sought to build on the relationships made with the young people in their last year of school by offering continued support with literacy in the evening once they had left school. The main aims were threefold:

- to expand existing contact with the young people who had previously received some education within the ROSLA project and who were thus known to the project workers;
- to monitor this so that the need - or lack of need - for this sort of link service between school and

further educational opportunities could be established;

- eventually to pass on as many youngsters as possible to other support agencies, such as adult literacy provision, WEA classes, Youth Opportunity Programmes, and further education.

ALU sponsorship enabled the appointment of a full-time worker to work with the parent project team in developing provision for those young people, thus leaving the parent project with literacy problems. The project leader's role was to run the evening sessions, train and support the volunteers, develop appropriate materials, and maintain the important link with the parent project as a means of getting to know and later recruiting youngsters. In addition, the worker played a continuous supporting role to the students, involving home visits where necessary and a considerable element of counselling. In this respect, the project worker was ably supported by two parent project staff members who had been involved in the establishment of the evening provision.

The volunteer tutors, who worked under the guidance of the project staff, were all young people - students from the Bristol University Postgraduate Certificate of Education course or from the Polytechnic's Certificate of Qualification in Social Work course. These student-tutors opted to work with the project as an assessed part of their course-work; the project staff were responsible for marking their assignments and monitoring their work. They received initial training and were subsequently matched with an individual student at a social evening where tutors and students met and from which quite a lot of natural pairing took place. "This is not as haphazard as it sounds, as the prospective tutors need to be brave and show initiative and talk to our youngsters, who are often hostile in appearance, shy and, at first, seem to have little conversation." (ALBSU, 1981)

Evening sessions followed a pattern which combined social and education objectives: from 7 to 8 p.m. there is a general session, with informal conversation, coffee, darts, etc., and from 8 to 9 p.m. there is work on literacy.

The project workers felt strongly that the one-to-one tuition within the general group (everyone met in one room, the basement of Avon Youth Association) was vitally important.

Besides tuition in literacy and the development of communication skills, help was offered with numeracy and employment, supplemented by visits, social events, and visiting speakers. The students were encouraged to take responsibility for the organisation of social events and were consulted on any decisions that had to be taken. For example, the young people assisted in the selection of the project leader.

The success of the project was illustrated by the attendance and progress of individual students:

> for the literacy workers, the task in hand is onerous but very rewarding. We rejoice when 'cheeked' by Alan, age 19, who wouldn't and couldn't speak a year ago, he was so shy and inarticulate; Shaun who was violent and anti-social and is now smiling, calm and helps with the coffee - even ran the Christmas party - gives us real hope, though we have failed to teach this active intelligent boy to read yet; Ann, very attractive, found herself a job on a beauty counter at a large Clifton store. She found her lack of ability to spell or work out discount threatening and depressing. With her tutor, she has progressed in leaps and bounds. The supervisors know she attends our class and are so pleased with her progress that she is about to become a Product Beauty Consultant in charge of her own section.

After help with the entrance examination requirements, two boys were passed on to the Army, one to the Royal Air Force, and another to the Merchant Navy. One of the main aims of the project - that it should pass as many youngsters as possible on to other education and training provision - had to be modified. In practice, the real link that existed with the parent project proved to be the crucial continuity factor, and the concept of moving the students on to other provision was more complex than at first envisaged: "Whilst having considerable success in feeding young unemployed people into the Youth Opportunities Centre, this has not been so with regard to *adult* literacy classes, most have dropped out and returned to us because they have not been able to cope with classes mostly catering for much older people..." (ALBSU, 1981)

The ROSLA Project, which highlighted the particular problems and needs of disadvantaged young people, developed a successful, caring, and time-intensive response. Support has to extend beyond the normal prescribed teaching hours if it is to be effective, and a long-term relationship built on trust is vital.

The ROSLA Project was sponsored from June 1978 - March 1980 at a total cost of almost £ 11,500.

4.6 East Sussex LEA/Friends Centre: New Horizons Project

Here, a committed, highly effective voluntary literacy centre perceived the need for post-literacy provision - in this case a rather ambitious 'bridging' project into learning territory requiring considerable intellectual effort. A linkage with social and political education was made, and out of the experience reported here a further post-literacy reading materials project was initiated, producing the stimulating pack titled "Wages to Winscale".

The New Horizons Project was established as a joint initiative by East Sussex LEA and Friends Centre, Brighton, to develop substantial part-time courses for post-basic literacy students. The aim of the project was to pilot two New Horizons courses, one in the daytime and one in the evening, as a model for basic skills needs of students within a liberal studies curriculum. Students could thus develop their literacy and study skills through an introduction to a number of academic subjects including sociology, history, literature and science.

Two half-time tutor organisers were employed to plan and publicise the courses, appoint subject tutors, and recruit students. Recruitment was through the local adult literacy schemes, local newspapers and radio, as well as posters, leaflets, etc. The tutor organisers devoted considerable time to interviewing candidates and explaining the course commitment, and some 26 students were accepted on to the first year's courses. About half came from literacy schemes; the others tended to have had little or no previous experience of post-school education. In the second year, rather more students were recruited through the word of mouth publicity of students who had attended the courses in the first year.

The courses lasted for three terms - the day course running two days a week from 9.30 a.m. to 3.30 p.m. and the evening course on two evenings a week from 6.30 - 10 p.m. The daytime course provided crêche facilities and in the first year catered to 15 women students. The evening courses tended to attract men and women in roughly equal proportions. In many cases, students had to overcome a number of problems to attend, and the counselling element proved to be essential. In some cases, visits as well as letters were necessary to sustain students over

difficult periods and to ensure they felt able to return after absence.

Each course included a number of core subjects such as literature, communication and study skills, consumer mathematics, current scientific issues, women's studies, and optional subjects such as history, sociology and psychology. Individual tutorial and counselling time was built in. In addition, students were encouraged to attend a variety of adult education activities and events, such as a weekend school on local history, Saturday schools and, in the first year, a week-long summer school in the Loire Valley of France.

The curriculum was agreed upon by a Board of Studies which included the tutor organisers and representatives of the LEA and Friends Centre. The tutor organisers were responsible not only for preparing the course outlines and, in consultation with other subject tutors, details of aims, methods and materials, but also for teaching part of the courses and for counselling the students. Teaching method was largely by discussion, demonstration, and by the introduction of stimulus material, with occasional visiting speakers and visits to extend the work. Subjects were also used as a vehicle for developing literacy skills, and careful preparation and co-operation amongst tutors was necessary. In this respect, the tutor organisers felt that additional preparation time would have been valuable to enable subject tutors to meet together and contribute to the development of a more cohesive curriculum.

Many of the subject areas were new and difficult for some students. For example, a number were reluctant to do mathematics as a "core" subject, but the Board of Studies felt it should be mandatory rather than optional. Current events were used to engage students in potentially difficult areas. For example, the Three Mile Island disaster prompted a discussion on nuclear power, and this was incorporated in the course on current scientific issues. Outside speakers were invited to present information and arguments clearly and without jargon. As the students grasped the scientific issues involved, they became noticeably more enquiring and confident about tackling more difficult concepts.

The tutor organisers recorded substantial achievements in students' confidence and increased motivation to learn. They were keen to continue study along the broad lines offered by the course and were encouraged to examine realistically the options

for further study.

Sadly, while those who were particularly interested in one subject could find alternatives open to them, nowhere was it possible to pursue broad basic educational study in a context where individual interests and basic needs could be met. The courses demonstrated a clear demand for substantial part-time basic education and successfully piloted an approach to combining literacy and study skills with an introduction to academic work.

The project was sponsored from May 1978 to March 1980, at a total cost of £ 26,000.

4.7 Kirklees LEA: Post Basic Literacy Courses

This is a further example of nonformal post-literacy work partly analagous to school system curricula. Here, as in the following Cambridgeshire case study, there emerges the issue of external examination/assessment.

The Adult Literacy Scheme in Kirklees provides for over 500 students, organised in two areas (north and south), and most of the basic literacy work is carried out on a one to one basis. Tuition is provided in student's homes or adult education centres, using volunteer tutors, or in classes taught by paid teachers.

In response to the interest expressed by students, Kirklees decided to introduce an experimental post basic literacy course. With ALU sponsorship, four courses were established - two in Kirklees North and two in Kirklees South.

Each course was staffed by a paid tutor and ran for two hours a session on two evenings a week. In view of the experimental nature of the courses, tutors were employed for an additional hour a week for the preparation of materials and for contact with literacy tutors and organisers.

The syllabus was adapted from a basic education course developed at a technical college in Kirklees North and each class followed the same syllabus, based on the themes "work and leisure", "money" and "the community". This provided the framework for students to improve their skills in:

- communicating in written English;

- understanding and responding to written materials;
- understanding basic number concepts used in everyday life;
- understanding their rights and responsibilites in society;
- applying basic study and research skills in project work.

Each tutor was able to adapt the classes to suit his or her particular students, although the tutors were surprised to find that some students clearly wanted to be taught the three Rs in a very traditional way. One student, for example, requested "more traditional teaching ... more blackboard work on spelling" rahter than the individual, flexi-study approach used by the tutor. It was found, contrary to expectations, that students did not always respond to literacy and numeracy tuition when taught in relation to everyday life.

Over half of the students were keen to take an external examination, which they felt would provide tangible proof of their ability to succeed. Although initial attempts to negotiate a school-leaving certificate with the Yorkshire Regional Examining Board proved unsuccessful, eventually the City and Guilds Numeracy and Communication Skills and the Yorkshire and Humberside Council for Further Education (YHCFE) English examinations were adopted as realistic targets. At the end of two years, six students entered for the City and Guilds examination and were complimented by the external moderator on the good standard of their course work and projects. A further three students took the YHCFE examination.

In general, students made good progress and began to look to different types of educational provision, including pre-TOPS and vocational courses. The nine students who took examinations encouraged those who had initially lacked confidence to try for them the "second time around".

However, the project did highlight some aspects of post basic provision which will need careful consideration when future courses are planned, since adult literacy tuition and basic education courses differ somewhat in their content and teaching method. The tutors found that students moving on to post basic courses had difficulty in relating the broader subject matter to their specific needs in literacy and numeracy. For example, they often saw little relevance in studying the

distribution of wealth to their needs to be able to calculate their wages slip: "They were obviously aware of the applications of literacy and numeracy, but in many instances showed a preference for getting down to the root problems and occasionally tackling the pure mechanics of the subject" (ALBSU, 1981).

The project was approved in June 1978 for an initial one-year period but was extended to March 1980 on the basic of 50 % ALU and 50 % LEA sponsorship at a total cost of almost £ 4,000.

4.8 Cambridgeshire LEA: Continuing English - an experiment in post basic education

The Cambridgeshire Literacy Scheme's professional workers were keen to explore this difficult area between the formal system and the traditional liberal nonformal provision of U.K. adult education. Thus an attempt was made to try out an assessment mode and curriculum in post-literacy continuing education, but in two different environments. Although fraught with operational difficulties, the project nevertheless highlighted a key controversy in basic education, as well as producing valuable new knowledge.

The Cambridgeshire literacy scheme had developed good basic literacy provision with one-to-one tuition at homes and group tuition at community centres and colleges. As more students emerged from these classes, it became clear that they were unwilling or unable to attend existing courses, despite their keenness to continue studying. This seemed to indicate a serious gap in provision.

An action research project was established to test the need for and to design a certificated course of study at a level beyond basic literacy. The project attempted to investigate:

- the structure, content and organisation of the course;
- the recruitment of interested students and committed tutors;
- the transferability of the course to other adult education centres and colleges in the county;
- the format of the certificate and method of assessment.

A "Continuity English" course was designed on a modular basis - six modules, each one lasting for a term. The content

of each module is briefly summarised below:

Foundation Course: more advanced literacy skills and introduction to study skills; use of books, dictionaries, libraries.

The Effective Use of Language: how to obtain information from different styles of written and verbal material - instruction manuals, scientific reports, poetry.

The Persuasive Use of Language: the language of politics, advertising, religion and the media; how to write persuasively when, for example, applying for jobs.

Revision and Further Development of Foundation Course: revision topics as requested by the students, plus faster reading techniques, filling in forms, etc.

Language without Words: numeracy, communication through the visual arts, and understanding and designing various types of diagrams.

Introduction to Literature: short-story writing, reading and writing reviews of books, TV programmes and films, writing and producing a magazine.

Two areas of the county were selected initially - Wisbech and Peterborough. In Wisbech it was planned that all six modules should be taught at one college whereas in Peterborough, where each of the six modules was taught by a different tutor and the tutors were based at various centres, the venue changed at the end of each term. To avoid any disruptions this could cause, a great deal of time and effort was spent familiarising students with new tutors and venues. The Peterborough course had completed two of the six terms by March 1980, when ALU ceased to operate. Sponsorship was continued until July 1981 by the Adult Literacy and Basic Skills Unit in order that one course could be completed and evaluated.

The course at Wisbech had some problems, and, by the end of the first term, all the original literacy students had left and been replaced by college students in O-level courses or English language courses who were in need of extra help. Since the "Continuing English" syllabus was no longer being followed, the project withdrew from the Wisbech centre.

The course went well at Peterborough, and two other centres in Cambridge and Huntingdon tried the "Continuing English" courses. Both centres provided a contrast to Peterborough, the

approach of the tutors and the methods they used being quite different. However, they found that it was possible to keep to the syllabus of the course.

Students were recruited by the project worker, who contacted adult literacy classes, local craft firms, and employers in the area where the courses were to be held. Local press, radio, community centres, and libraries were used to advertise the course generally. There were three distinct target groups:

- post literacy students;
- craft apprentices or students on other courses who had difficulty with reading and writing;
- people who wanted to take part in an education programme, but who had lacked the confidence to do so before.

Personal contact with potential students was the best form of recruitment, although the project worker found that giving details about the course was not a good idea: "Some saw the list of topics as a terrifying list of things they were supposed to know about and others saw it as a patronising list of things that betrayed our contempt for their lack of education" (ALBSU, 1981).

Another difficulty at this stage was the attitude of some of the adult literacy tutors, who were concerned that new provision of post-basic courses undermined the work they were doing or would be required to do in the future.

A clear distinction had to be made between those students who stayed in a class for a long time because they were not making progress and those who stayed there because there was nothing to move on to. A total of 19 students enrolled at Peterborough, 11 at Wisbech (though these dropped out during the first term), 30 at Cambridge, and 17 at Huntingdon. In general attendance was high.

Post-basic courses require tutors to guide students from adult literacy to conventional education, and this requires an understanding of both the problems and the aspirations of students. The tutors who taught "Continuing English" all had different approaches and methods, and trying to identify the "best kind of tutor" for this type of course was not a realistic proposition. However, the project did conclude that tutors "must

have time to give to thinking, reading and preparing work and to discussing it with other literacy workers" (ALBSU, 1981).

The issue of certification proved to be highly controversial. As it was a central feature of the project, much discussion took place over the format, standard, and method of assessment to be used. It was proposed that a Certificate of Continuing Education (CCE) should be introduced as an adult equivalent of CSE and that this could eventually be taken in different subjects, though the courses in Cambridgeshire would concentrate solely on the CCE in English. If the certificate was to be accepted by employers or other educational institutions, it would need to be assessed externally by some form of objective standard, and an outside moderator was called in to help establish guidelines for the assessment of studnets' work and progress.

The arguments for and against certification, the extent to which students wanted a certificate, and the resistance of some tutors against adding yet another pass/fail measure of student ability were all discussed at length. The fact that many students were enthusiastically in favour of a certificate did not automatically justify its introduction; in the same way that opposition from tutors - themselves possessing an impressive list of degrees and diploma - did not justify rejection of the idea of a certificated course.

In summing up the complex issues, the project worker stated in her final report:

> ... not all post basic students, but some, will benefit from following a course that would lead to a certificate. I have often sensed in discussions about whether or not the certificate was needed, that opponents have believed us to be advocating it for all basic literacy students. Nothing could be further from the truth. It is an important element in the spectrum of continuing education which, if missing, perpetuates the gap between adult literacy students and other adult students (ALBSU, 1981).

The project was sponsored in December 1978, but was not able to begin until April 1979 due to delay in appointing a project leader. Sponsorship to March 1980 total led just over £ 6,500.

4.9 Kent LEA: Topic Work in Post-basic Literacy

This could be described as a "bridging project" to autodidactism, and although not entirely reaching its lofty objectives, it is a valuable illustration of what can be achieved.

The project based at the Dartford Adult Education Centre in north-west Kent was proposed as a logical extension of literacy work for students at a post-basic level, and in some ways as "a challenge to the ... body of opinion which underestimates the potential of many students and defines adult basic education as literacy with an accretion of numeracy and other practical skills". Its aim was: "to direct students towards independent study and independent intellectual development by establishing classes in which literacy work would serve as a means to furthering another course of study" (ALBSU, 1981).

The broad area of study selected on the basis of students' expressed interests was social studies, and it was proposed that the course would consist of a number of themes determined by the tutor in consultation with the students, e.g. education, work, religious belief, and the family.

Each theme was then to be subdivided into a number of specific topics for discussion, with literacy tasks or activities set for guided study. Three two-hour sessions per week were planned, and it was envisaged that students need not attend all sessions but rather could make flexible use of the study course and materials, working at their own pace and setting their own limits. The materials were intended to be accessible, attractive, relevant, and of sufficiently high intellectual content to be motivational and to encourage further study.

The course was staffed by one half-time coordinating tutor, whose role was to plan and publicise the course and prepare and introduce the materials, and one sessional literacy tutor for six hours a week, who provided literacy help in the guided study sesseion.

The project unfortunately suffered setbacks in terms of its staffing and support: the literacy organiser who had initiated the project and had oversight of its day to day operation left to take up a new appointment shortly after the project started; and at a later stage, the half-time coordinating tutor had to withdraw for helath reasons. This considerably affected the progress of the project.

Recruitment for the course proved to be disappointing. The course had aimed to attract new students as well as existing literacy students, but in the event all the students who took part were referred from within the literacy scheme. Moreover, the intention to cater to all levels was not successful, for one or two less confident and less able students who came dropped out.

The original time schedule for classes was modified after one term. Students felt that three sessions a week were too many and that two hours spent on discussion of the theme was too long. Meeting times were therefore modified from three two-hour sessions to two three-hour sessions.

The project's final report reflects that where previously students had had difficulty knowing what to write on any given subject, they now found that more effort was concentrated on how to order their thoughts and express their opinions descriptively in writing. Although students were preoccupied with improving spelling and writing, it was felt that the project did succeed in its aim of encouraging students to think in terms of broad subject areas: "The students who decided to stay with the scheme are a small, self-selected group of articulate, competent readers, who have spelling problems ..." (ALBSU, 1981).

The project was sponsored from April 1979 to March 1980 at a total cost of almost £ 4,000.

10. This might well be categorised as "Local Study and Action Groups". Clearly it is also a "Special Programme Based on Special Needs and Interests". Whatever the title, it was a most valuable educational experience and has been replicated in many other U.K. centres.

Beauchamp Lodge (London): The Photography Project

The voluntary adult literacy scheme which covers the London Boroughs of Westminster, Harlesden and parts of Camden is based in the Beauchamp Lodge Settlement in Paddington. The scheme is well established, with beginning and advanced students, and is run by a staff of three, consisting of two organisers and a secretary, in addition to volunteer tutors.

The ALU sponsored project had three main aims:

- to explore the links between photography and literacy;

- to offer literacy students the opportunity to learn new skills in photography;
- to produce a library of photographs to be used as a resource for teaching and publicity.

An additional part-time worker joined the existing members of staff - none of whom, incidentally, had much experience in photographic techniques - and organised the first stages of the project. Equipment and material were bought, plans were drawn up for conversion of a room into a darkroom, and students and tutors were involved in planning activities and ways in which photographs could be used in literacy work. With three new cameras (a Prinz Saturn Auto, an Olympus Trip and a Pentax K100), a start was made on learning how to use a camera, choose and compose pictures, and process film.

For the first six months of the project, the photographs were developed and printed in a nearby community darkroom. Then one of the scheme's students converted a room on the premises at Beauchamp Lodge. The darkroom proved to be a valuable resource for other projects based at the Settlement and also enabled the literacy students to become involved with other groups.

Up to 40 students participated in the project at various times. Some, who attended the normal daytime literacy classes, used photographs as a stimulus for discussion and writing. Others, who came to an evening group, learned how cameras worked, became familiar with developing and printing techniques, and learned how to use different film and paper grades to achieve different effects. The evening photography group was eventually formed into a club, with students and tutors contributing towards costs. Occasional open workshops, to which members of the public were invited, were organised.

Writing captions to photographs, selecting photographs to tell a story, and discussing and writing about a set of pictures were some of the ways in which photography was integrated into literacy work. Photographs produced by tutors and students were also used to illustrate the scheme's magazine [illegible] and the Beauchamp Lodge annual report.

Three "weekends away" and various evening workshops concentrated on developing not only the technical skills of photography but also the creative skills of composing pictures and using images as a means of communication.

Since most of the photographs were of local people, places and events, they were a useful source of publicity material and were used as photographic displays and posters to advertise the literacy scheme and to recruit students und tutors.

The Photography Project was clearly successful in stimulating the interest of students und tutors. Since the project staff, tutors and students had little, if any, previous experience in photography, all began to learn new skills on an equal footing. Students were no longer in the usual position of lacking skills which others had already acquired, and this experience developed the confidence of students in their ability to learn. Learning creative skills through composing pictures and producing teaching and learning resources was also something that students had not experienced. Going out into the community, getting involved with other groups using the darkroom, and talking to other lieteracy students who were working on similar photography projects helped to break down much of the isolation these students had previously felt.

The success of the project was measured not only by the activities and materials it produced, but also by the interest and enthusiasm it generated in the students. As the project's final report says:

> The Photography Project has led many students to identify much more closely with the scheme as a whole - it has been a very wide-ranging project. It is a good example of a literacy scheme acting as a stimulus for students to seek out and explore wider educational opportunities. We feel there is considerable room for development of teaching materials which provide a visual aspect to learning, specifically in relation to general education topics (ALBSU, 1981).

The project was sponsored from June 1978 to March 1980, at a total cost of over £ 5,000.

11. An informal post-literacy educational project which was dogged by problems in its development, but has survived triumphantly to the present day:

Leeds LEA: 6 Boar Lane - a drop-in shop

The Leeds Reading and Writing Drop-in shop has been

featured on both TV networks and has enjoyed extensive coverage in the press and on radio, both locally and nationally. Located between an antique shop and a shop selling cut-price toys, the shop has attracted many literacy students who would not otherwise seek help. The projects objectives were:

- to establish contact with people who have shied away from the literacy scheme so far;
- to offer informal tuition for literacy students who cannot or do not wish to attend regular classes;
- to give immediate help to those who 'drop in' for help with specific literacy problems, e.g. official letters and filling in forms;
- to give advice and information to those who 'drop in' on problems concerned with welfare rights and to act as a referral agency where clients need more specialised help.

As well as offering free reading and writing help to any passing adult who dropped in, 6 Boar Lane also gave help and advice with functional literacy problems six days a week from 9 a.m. to 4 p.m. It was staffed by an ALU appointed project leader, a social worker, and two teachers employed as part of the STEP Programme.

At the outset it was recognised that the location of the shop would be crucial to the success of the project, and this led to considerable difficulty in finding the right place. When a lease was finally signed, the building needed clearing as well as some structural alterations. The latter were carried out with the help of community industry. As a result the shop did not open until November 1978.

In the first few months, the team concentrated its efforts on publicity and made contact with specific referral agencies through letters, posters, and through personal visits to DHSS (Department of Health and Social Service) offices, social services, job centres, etc. General contacts resulted in coverage on TV and radio, as well as feature in the local press. The shop front itself was also used to attract the attention of passers-by in the city centre.

Writing about the project in the ALU Newsletter (March/April 1979), the coordinator of the Leeds Literacy Scheme said:

"We have deliberately avoided using the literacy symbol and emotive words like 'help with reading and writing' in our window display, to avoid unnecessary embarrassment to potential customers. Instead we have tried to get the message across to the public that we are able to offer help and advice with functional literacy problems like understanding government forms, writing letters, claiming benefit, job hunting, etc."

The decision to call the shop simply 6 Boar Lane was in line with this thinking.

It was soon found that the majority of people who came into the shop were from socially disadvantaged groups, a large number of whom sought help with social security or legal problems. About half of these 'drop-ins' received immediate help as well as specific help with literacy difficulties like filling in forms and writing letters. Statistics for the period from December 1978 to March 1980 showed the following areas of enquiry:

Department of Health and Social Service	185
Legal	85
Housing: private rented	46
owner occupied	7
Council rented	67
Education	77
Consumer	43
National Insurance	57
Pensions	62
Welfare Rights	66
Financial	23
Personal	54
Industrial	1
Employment	49
Miscellaneous	105
Writing letters and filling in forms and applications	171
	1,098

In a random sample of 60 callers, 20 were unemployed, 16 were working, 16 were pensioners, and 8 were long-term sick. Some 116 students (33 women and 83 men) attended the shop for tuition in the period from November 1978 to March 1980. By defining a student as anyone who had attended at least three times since the start of the project, it was found that an

average of ten students a day came to the shop. The main work there was to give informal tuition in reading, writing and basic mathematics to those unable to attend regular classes.

Due both to the limited teaching space behind the shop front and the increased demand for long-term tuition, some regular users eventually did have to be "loosely timetabled", although in general students were encouraged to use the workshop areas on a self-programming basis.

One difficulty experienced during the period of the project was staff changes, including that of the project leader. The STEP workers also changed because of the conditions laid down by the MSC precluding workers from staying with any one project for more than one year, and this created major problems. However, the establishment of an accessible drop-in shop did provide a new approach to recruiting and providing for adult literacy students in Leeds.

The Leeds Project was approved in June 1978 but due to difficulties in finding suitable premises, was not fully operational until January 1979. The total cost of the project until March 1980, when sponsorship ceased, was just over £ 17,000.

12. Local radio has proved of inestimable value in promoting literacy, post-literacy and general adult education. In the present case an attempt was made to devise a multi-media project relevant to the circumstances of a particular city. Like many other collaborative projects - both national and local - there were considerable difficulties in identifying the roles and degrees of commitment of the collaborators. As it turned out, the written material proved the most worthwhile element of the project and was of lasting utility and effect.

Avon LEA: Using Local Radio

An ALU sponsored project in Avon, organised by the Twyford House Community Education Centre, Bristol, aimed to develop literacy materials through local radio and a free circulation newspaper, particularly for those adults who were not likely to seek help with literacy but might wish to work in the privacy of their own home without outside involvement.

Four members of the staff of Twyford House were attached part-time to the project sponsored by ALU. During the planning period it was decided to use the title "Now Read On".

Radio Bristol agreed to broadcast a weekly fifteen-minute programme based on a piece of writing and associated material published in the *Bristol Journal*, a free local newspaper. By linking a feature in the local paper with a local radio broadcast which was seen as a direct teaching element material was to be presented free to adults at home.

Initially, the editor of the *Journal* agreed to allow up to a half page in a regular spot and promised a well-designed layout using the material submitted. This would include a story or item of information, various learning exercises, and an item of local interest. It was hoped that cassette tapes and the reproduced pages could be used with supporting material to develop a literacy pack for further work on the chosen themes.

When the details were finalised, Radio Bristol ran a series of advertisements leading up to the publication of the paper and the first broadcast, but, because of cuts in broadcasting time, the planned slot of 8 p.m. on Monday evenings was changed to 6.30 p.m. An earlier proposal to repeat the programme during the week was also abandoned.

The problems concerning the written material proved more serious. A change in editorship brought a change in the *Bristol Journal's* commitment to the amount of space given to the project material as well as its design and layout. A second change in editorship produced even more limitations on content and presentation, making it increasingly difficult to useful learning material.

Despite attempts through repeated liaison to persuade the *Journal* to fulfil its original undertaking, there was little improvement in the published format during the project period. This meant that the proposal to produce a literacy pack from the series became impracticable. Nevertheless, BBC Radio Bristol's commitment remained firm and supportive.

Halfway through the series the project reported: "We feel that the response we have received justifies the original concept of the project and, had the newspaper material matched the agreed format, the response would have been significantly greater. Phone calls after the programme indicate that some of the target audience, at least, have been working with the project" (ALBSU, 1981).

In its final evaluation, the team points out that these

difficulties consumed a lot of their energy and that many ideas about developing material were lost. More positively, the project showed that material could be produced locally which was "both motivational and simple enough for adult students with literacy difficulties". It was possible to cater for a wide range of interests in a comparatively confined space, and many students were encouraged to use a newspaper for the first time. It was clear that the combination of radio and newspaper held the interest of some adults more than the use of just one or the other, and, where student reaction was monitored, it was found that the broadcasts helped to stimulate interest in other parts of the paper.

The final report recommends the development of this sort of co-operative effort, but suggests that the following points should be noted:

- detailed written contracts must be obtained before a project begins with regard especially to the reproduction of the printed material;
- an amenable newspaper should be given preference over a 'free' newspaper, for co-operation is far more important than circulation;
- if possible there should be repeats of the radio programme at another time of the day to maximise the audience and allow students to listen again.

The project was sponsored by ALU for the period from April 1979 to March 1980 at a total cost of just over £ 6,000.

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SUMMARY AND CONCLUSIONS

It is difficult to draw up a succinct summary and neat conclusions from the vast diversity of United Kingdom experience in the field of post-basic literacy education. In its summative "Pointers for the Future" at the end of the evaluation of the ALU projects (ALBSU, 1981) the Adult Literacy and Basic Skills Unit made the following statement of particular relevance to post-literacy provision:

> The development of adult literacy has led to an increasing awareness of other basic educational needs within the community. A recent emphasis on numeracy and its integration with literacy to form the core of a basic skills service, is only one example of the developments taking place throughout England and Wales. Another recent development has been called, somewhat awkwardly perhaps, "post-basic" literacy and is concerned with providing for those students who have mastered the basic skills but wish to continue their education. It needs to be remembered that not all students wish to continue once they have fulfilled their basic objectives, and thus literacy should not just be seen as the lowest rung of the adult and continuing education ladder. However, there is a need to explore new educational opportunities, particularly as the gap between literacy and other post-school education often appears as a chasm to the adult literacy student. It is not just a matter of the content and level of education, but also involves a recognition that the sensitive approach of adult literacy schemes needs to be continued when students take up other educational opportunities. Some students, for example, wish to attempt to gain a certificate of some kind, not necessarily by merely sitting an examination but often by a course based on continuous assessment. The desire for certificates usually causes heated debate in education and to some extent this debate has been a continuous feature of the Cambridgeshire Project. Although no one would wish adult literacy to become

heavily certificate-orientated, some students do want an appropriate and valuable certificate for all kinds of reasons and the Cambridgeshire approach to this has perhaps struck a useful balance.

Other "post-literacy" students, while not wanting a certificate, want to undertake a more substantial part-time course in order to study a range of subjects. The courses in Kirklees, Dartford and Brighton are examples of different approaches, some of which now feature as a regular part of provision in many parts of England and Wales. The "New Horizons" courses were particularly significant including not only a wide choice of study opportunities but also a summer school at a camp in the Loire Valley, France, for the students, many of whom had never been abroad before. The development of "bridging courses" in Wiltshire and the operation of an advisory and counselling service in Lincolnshire are examples of two other approaches which now feature in an increasing number of places as a normal part of basic education provision.

The following additional insights have emerged from this interim overview of the post-literacy scene:

- that [illegible] is as powerful a reinforcement of early reading skills as continuing reading; and that this may need to be handled as an indirect connection from oracy (via sound media or tutorial personnel to written material) which is then available for reading by the "creating" student and by many others;

- that recruitment for post-literacy programmes has to be more specific, more related to particular contexts, less of a mass stimulus procedure than the original literacy campaigns; and that the sensitivity of the best literacy units - including social, counselling, and tutorial skills - are particularly required at this first stage of continuing education;

- that post-literacy provision is being increasingly perceived as a part of a larger curricular concept known as "bridging", this latter concept having application at different education and training levels (such as "New Opportunities for women" courses for married-women-returners, or "Return to Study" courses for mature entrants to higher education);

- that the educational role of the broadcast media (and maybe the popular press) is that of educating the public, and those in need, in the importance, value and (even) the existence of provision of this post-literacy and bridging kind, and of emphasising the importance of continued literacy and other intellectual "exercise", so that acquired educational skills do not become uselessly flabby or even atrophied; and that this broadcast material be presented in colourful, flexible, non-didactic forms;

- that the various individual modes and media involved in multi-media programmes are mutually reinforcing; that the whole is more than the sum of the parts; conversely, that single-medium mass instructional efforts are seldom successful unless closely related to low-price back-up learning materials and preferably local learning and support groups;

- that in a complex pluralist society such as that of the United Kingdom, the perceptions by individuals and groups of their particular post-literacy activity, interest, or channel of development must necessarily vary enormously; and that any worthwhile post-literacy services must be sufficiently flexible and adaptable to cope with these varying perceptions and aspirations rather than locking people into strait-jackets of prescribed curriculum or certification; and that whilst in one sense there is a down-to-earth reality about job-related post-literacy work, it would be foolish to make traditional occupational or professional orientations the sole directions for development, especially during a period of extensive structural unemployment;

- that dynamic *student* participation in projects is an important process, having learning value as well as contributing to better material output; that democracy in programmes, courses and projects has an intrinsic value as well as being a worthwhile extrinsic educational goal;

- that small-scale financial pump-priming, backed by supportive expertise, can produce output of many times the value of the original central governmental investment.

Perhaps the final words in this rather random overview of post-basic continuing education in the United Kingdom should be those of a neo-literate student himself, who originally was

hardly able to read a word and totally unable to write. His post-literacy learning activity took a quasi-political (or protest) form, which was very effective for exercising his existing learning, offered a motivation for further learning, and was excellent material for those campaigning to retain the public money inputs into literacy and post-literacy provision.

His letter as below (with original grammar and spelling), was written in exquisite copperplate handwriting and originally sent to the BBC. A photocopy was then transmitted to the National Institute of Adult Education and was published in Adult Education, Vol. 52, No. 5, p.339:

> Dear Sir,
>
> I am in great need of your help. I am a student of Basic English Education at Grays Center, I have been going to Basic English for about 3 years. I and many other student owe a lot to your 'Your Move' Serials, and our teachers and Volunteers who work so hard for us at our Centres all over Essex.
>
> But now I am very angry, Because the fees for Basic English in Essex is now £ 9.00 per full year. Last year it was £ 3.00. I feel we are going to lose a lot of students over this. I see a £ 6.00 increase as a threat to every bodys hard work over the years.
>
> This is my 12th letter to the following. Our local MP Dr. Ooangh Macdonald who said 'I will do all I can, by raising the matter in the House of Commos'. But 'I am afraid that I do not expect to get very far'. Next Two letters to Mr. J.A. Springett County Education officer. Who said 'The evidence which is available to us suggests that most adult basic education students do not suffer from severe money problems'. So that justifies an £ 6.00 increase. I call it passing the buck. Again two more letters to our local paper the Thurrock Gazette. If you want to stand up and fight do not come here. 4 more letters. So far not answers. The Daily Mirror* Nation Wide, Mr. G. Miles a County Councillor, Parents Centre Activities Newham Ltd.
>
> Our problem is not local basic English is taught all over the Country it concerns a lot of people and that is why I am asking you for help. Silence may be golden because it is the easiest way out. But I am not going to be silent.

It is very important that this scheme keeps going because with so many children missing so much schooling for one reason or another one day it will help the next generation the way it is helping us now.

It has taking a long time to write all them letters, because to write one letter I have to write it 5 or 6 times to get right. So you can see how much writing I have done. But it will all be worth while if someone will lisson to me. To tell Essex County Council to keep there hands of Basic English. Also we must not forget the Volunteers who work so hard to keep this scheme on a very high standard. Thank your for reading my letter. I hope you can help me.

From a very grateful student who believes in adult basic English.

Yours sincerely,

John

The writer has now received replies from Paul Foot, of the *Daily Mirror*.

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See also:

Stock, A.K., "Developing life-long education: a post-school perspective". In Cropley A.J. (ed.) *Life-Long Education: A Stocktaking*. Hamburg: Unesco Institute for Education, 1979, pp. 78-87.